

THE DEVELOPMENTAL EFFECTS OF MICROCOUNSELING  
IN A PROGRAMMED COUNSELING SERIES

An abstract of a Dissertation by  
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The problem. The problem was concerned with a need to determine the extent to which microcounseling influenced the cognition and retention of selected life coping skills as presented in a class environment using a specially designed series that focused on the abilities called coping skills.

Procedure. In this study three groups of junior high students were organized into an experimental project that operated under a counseling program format. The study divided the students into three groups, experimental, control one and control two. The program was constructed to study the influence that microcounseling would have on students who worked through a programmed series designed to foster growth in the area of coping skills. The series was titled Self Incorporated and consisted of fifteen programs. To determine the results of this project the California Psychological Inventory was selected and administered on a pre and post test basis. The population of this study represented boys and girls from the grade levels of seventh, eighth, and ninth grade.

Findings. There was no significant gain as represented by the California Psychological Inventory. The test results reflect that there is no difference in the mean values on each of the eighteen psychological characteristics between those who have had microcounseling and Self Incorporated, those who have had Self Incorporated only, and those who have received no treatment at all.

Conclusions. Under this project design and using the stated testing procedure, it was the conclusion of this study that better results could be obtained by constructing a different project combination.

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THE DEVELOPMENTAL EFFECTS OF MICROCOUNSELING  
IN A PROGRAMMED COUNSELING SERIES

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A Dissertation  
Presented to  
The School of Graduate Studies  
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by  
Orville Campbell  
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IN A PROGRAMMED COUNSELING SERIES

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## CONTENTS

|   | Page |
|---|------|
| LIST OF TABLES . . . . .  | v    |
| LIST OF FIGURES . . . . .                                       | vi   |
| Chapter   |      |
| 1. RATIONALE FOR THE STUDY . . . . .                            | 1    |
| Statement of the Problem . . . . .                              | 5    |
| Design of the Investigation . . . . .                           | 6    |
| Population and Sample . . . . .                                 | 6    |
| Procedure . . . . .   | 7    |
| Collection and Treatment of Data . . . . .                      | 8    |
| 2. REVIEW OF RESEARCH AND THE LITERATURE . . . . .              | 11   |
| Microcounseling a Position . . . . .                            | 11   |
| Microcounseling Equipment and Technical<br>Competence . . . . . | 12   |
| Applications in the School . . . . .                            | 13   |
| Microcounseling and Groups . . . . .                            | 16   |
| The Self Viewer . . . . .                                       | 29   |
| The Recording Experience . . . . .                              | 31   |
| Production Techniques and Playback Time . . . . .               | 35   |
| The Playback Session . . . . .                                  | 39   |
| Putting Microcounseling to Use . . . . .                        | 47   |
| Conclusion . . . . .  | 51   |
| 3. DESIGN OF THE STUDY . . . . .                                | 53   |
| Description of the Sample . . . . .                             | 53   |



| Chapter  | Page |
|--|------|
| Review of the Instruments Used . . . . .           | 55   |
| California Psychological Inventory . . . . .       | 57   |
| Treatment of the Data . . . . .                    | 69   |
| Analysis of the Data . . . . .                     | 71   |
| Summary . . . . .                                  | 73   |
| 4. PRESENTATION OF THE DATA . . . . .              | 75   |
| Report of the Findings . . . . .                   | 75   |
| Summary . . . . .                                  | 86   |
| 5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . | 106  |
| Summary of the Investigation . . . . .             | 106  |
| Discussion of the Topics . . . . .                 | 107  |
| Conclusions . . . . .                              | 112  |
| Recommendations . . . . .                          | 112  |
| BIBLIOGRAPHY . . . . .                             | 116  |
| APPENDIX . . . . .                                 | 123  |

# TABLES

| Table  | Page |
|--|------|
| 1. California Psychological Inventory Pre and Post Test Results by Scales for Experimental Group . . . . . | 87   |
| 2. California Psychological Inventory Pre and Post Test Results by Scales for Control Group I . . . . .    | 90   |
| 3. California Psychological Inventory Pre and Post Test Results by Scales for Control Group II . . . . .   | 93   |
| 4. California Psychological Inventory Pre and Post Test Composite for each Group . . . . .                 | 96   |
| 5. California Psychological Inventory Experimental (Self Incorporated Plus Treatment) . . . . .            | 97   |
| 6. California Psychological Inventory Control Group I (Self Incorporated Only - No Treatment) . . . . .    | 98   |
| 7. California Psychological Inventory Control Group II (Self Incorporated and No Treatment) . . . . .      | 99   |
| 8. California Psychological Inventory Experimental Group vs. Control Group I . . . . .                     | 100  |
| 9. California Psychological Inventory Experimental Group vs. Control Group II . . . . .                    | 101  |
| 10. California Psychological Inventory Control Group I vs. Control Group II . . . . .                      | 102  |
| 11. California Psychological Inventory Experimental Group vs. Control Group I . . . . .                    | 103  |
| 12. California Psychological Inventory Experimental Group vs. Control Group II . . . . .                   | 104  |
| 13. California Psychological Inventory Control Group I vs. Control Group II . . . . .                      | 105  |

## FIGURES

| Figure   | Page |
|--|------|
| 1. California Psychological Inventory Diagram<br>of Data Treatment . . . . . | 10   |

## Chapter 1

### RATIONALE FOR THE STUDY

A new and important role is appearing on the scene for the counselor--that of counselor educator. Counselors today are increasingly being asked to develop and conduct training programs for teachers, parents and students. Clearly, the counselor of the future must carefully consider his/her role in the teaching of counseling and human relations skills and the methods employed in the pursuit of these new roles.

Microcounseling, a systematic video method of teaching counseling and human relations skills, has proven to be one successful method in which the sometimes mysterious and confusing skills of counseling and human relations are clearly defined and presented in concrete, readily transmissible form.<sup>1</sup>

Many advantages are obvious when applying microcounseling to academic settings. One of these is the time-saving possibilities. Once a tape is completed it can be stored and used many times to present the same type of information in a number of different situations; thus

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<sup>1</sup>Allen E. Ivey, "A Predictive Taxonomy of Group Leader Behavior" (unpublished paper, Amherst, University of Massachusetts, 1971).

providing the counselor with a better use of time. Micro-counseling presentations demand an exactness that requires the counselor to plan carefully what he wants to present. This fact will improve the quality of presentation, reduce confusion and increase the focus in relation to the specific information and skills being studied. Microcounseling also offers the counselor an opportunity to work with his/her clientele in a more engaging way. Observing one's own study habits, watching one's self in a group setting and seeing one's own behavior increases the involvement of the observer in the program with the counselor.<sup>1</sup> One can already see a very strong advantage with this type of an approach for the obvious reason of having another method within which the development of a very close working relationship is fostered. The relationships that can be developed from the micro-counseling process opens so many working possibilities for a counselor that the limit at this point would be that of a given counselor and the desire to use microcounseling to its fullest extent.

From a counselor-teacher standpoint many studies in the counseling area indicate that counselors, teachers and students can benefit from an examination of their physical

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<sup>1</sup>S. Zeevi, "Development and Evaluation of a Training Program in Human Relations" (unpublished dissertation, Amherst, University of Massachusetts, 1970).

actions and gestures on videotape.<sup>1</sup> This self study improves performance and scope of operation as a counselor, teacher and student. Literature also indicated that the use of television and videotapes are effective supplements to training, teaching, and counseling.<sup>2</sup> Group counseling and group therapy have increasingly made use of micro-counseling and its applications in the area of focused feedback to improve analysis of group counseling and group therapy processes allowing greater gains from these processes.<sup>3</sup>

Microcounseling has proved effective with a wide variety of trainees ranging from school counselors,<sup>4</sup>

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<sup>1</sup>K. A. Acheson, "The Effects of Feedback from Television Recordings and Three Types of Supervisory Treatment on Selected Teachers' Behavior" (unpublished doctoral dissertation, Stanford University, 1964); see also, E. R. Hertweck, "Semantic Differential Ratings of Counselor Non-verbal and Verbal Communication" (unpublished doctoral dissertation, Arizona State University, 1966); Norman Kagan, "Stimulated Recall in Therapy Using Videotape: A Case Study," Journal of Counseling Psychology, X (1963), 237-243.

<sup>2</sup>C. Beachley, "Careers Via Closed-Circuit Television," Vocational Guidance Quarterly, VII (1959), 67-70; see also, G. L. Kepper, "Guidance Philosophy, Principles, and Practices Via Television," Personnel and Guidance Journal, XLI (1963), 60-62.

<sup>3</sup>Zeevi, "Development and Evaluation of a Training Program in Human Relations."

<sup>4</sup>G. Hutchcraft, "The Effects of Perceptual Modeling Techniques in the Manipulation of Counselor Trainee Interview Behavior" (unpublished dissertation, Bloomington, University of Indiana, 1970).

medical students,<sup>1</sup> junior high school pupils,<sup>2</sup> to lay counselors.<sup>3</sup> Microcounseling with its uniqueness of method is particularly adaptable to the teaching/learning process.<sup>4</sup>

In viewing the new role for counselor-educator it is realized that it is no longer sufficient for a counselor to "help" people; he/she also has the responsibility to teach the skills he/she has mastered to others, thus multiplying the helping process.<sup>5</sup> It was believed, after reviewing many studies, that by adapting the microcounseling process to "Self Incorporated," a nationally developed and televised series, that students participating would, as a result of

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<sup>1</sup>J. Moreland, "Video Programmed Instruction in Elementary Psychotherapeutic and Related Clinical Skills" (unpublished dissertation, Amherst, University of Massachusetts, 1970).

<sup>2</sup>E. Aldridge, "The Microteaching Paradigm in the Instruction of Junior High School Students in Attending Behavior" (unpublished dissertation, Amherst, University of Massachusetts, 1971).

<sup>3</sup>R. Haade and D. DiMattia, "The Application of the Microcounseling to the Training of Support Personnel in Counseling," Counselor Education and Supervision, X (1970), 16-22; see also N. Gluckstern, "Development of a Community Training Program for Parent-Consultants on Drug Abuse" (paper presented at the meeting of the American Personnel and Guidance Association, Chicago, April, 1972).

<sup>4</sup>Allen E. Ivey, Cheryl J. Normington, D. C. Miller, Weston H. Morrill, and Richard F. Haase, "Microcounseling and Attending Behavior: An Approach to Prepracticum Counselor Training," Journal of Counseling Psychology, Monograph Supplement, XV (1968), 1-12.

<sup>5</sup>Robert Carkhuff, The Development of Human Resources (New York: Holt, Rinehart and Winston, 1971), p. 80.

the program's focus on the coping skills, experience a higher degree of acquisition, utilization and retention of the specific life coping skills.

### Statement of the Problem

The purpose of this study was to discover the degree to which microcounseling has affected the cognition and retention of selected life coping skills. Three junior high school classes, comprising 95 students, were involved in a nationally televised series of fifteen programs designed to assist junior high school age students in learning skills for coping with critical issues and problems of their age group. It was anticipated, based on the review of related literature, that those students taking part in the microcounseling portion of this study have improved their life coping skills as well as their utilization and retention of these skills. It was further hypothesized that these same students have exhibited a higher degree of personal motivation and involvement based on a degree of personal commitment that was created from observing their own behavior and having an interest in its improvement and development. The following hypothesis was tested in this study: There will be no differences in the mean values on each of the eighteen psychological characteristics between those who have had microcounseling and "Self Incorporated," those who have "Self Incorporated" only, and those who have



received no treatment at all.

### Design of the Investigation

#### Population and Sample

The population for this study was junior high school age children attending classes in a suburban school located in a metropolitan area of 250,000-300,000 people.

The sample was comprised of a total of ninety-five children, thirty-four seventh graders, thirty-five eighth graders, and twenty-six ninth graders, with approximately half of the students being girls and half boys. The sample was drawn from a lower middle to middle class neighborhood school, with the population being predominantly white. Parent permission, as required, was obtained for each child to participate in the study.

The students involved in this study included three classes of a language arts-social studies program selected by computer to equalize factors of age, academic achievement and abilities.

The population and sample selected for this study permitted an examination of the three classes in terms of what applied to a student in a similar setting on a national basis. The results of this study could lead to gains in several areas: students' acquisition, utilization and retention of specific life coping skills; improvement in the proficiency of the counselor-educator's skills and

abilities; and an increase in the number of students effectively trained in the area of life coping skills.

### Procedure

The design of this study, for the purpose of collecting data, involved an experimental procedure in which three junior high classes were used, with one class involved in a microcounseling program to determine the effectiveness of this procedure. The control group one class did receive the same treatment as presented in the nationally televised series, "Self Incorporated," while the control group two class received no treatment.

The series focused on critical issues and problems that foster an interest in the development of self in the form of coping skills. The complete series consisted of fifteen fifteen-minute programs dealing with the following areas: Making Decisions, Morality, Privacy, Boy-Girl Relationship, Failure and Disappointment, Pressure to Achieve, Family Communication, Cliques, Sex Role Identification, Everyday Pressures, What is a Family, Ethnic/Racial Differences, Systems and Self, Physiological Changes and Family Adversity. The fifteen programs emphasized the following coping skills and coping skill areas: Learning to make self-enhancing decisions, making ethical and moral decisions, adjusting to personal feelings, learning social interaction skills, coping with failure, handling pressure to achieve,

adjusting to life situations, learning the value of group acceptance, role flexibility, living with daily pressure, adjusting to family attitudes, learning accepting attitudes, adjusting to social systems, accepting change and coping with family problems.

Each segment of the series was approached in this same manner, first a viewing of the program, followed by a group counseling session in which each class was divided into four groups with the following building staff members--social worker, psychologist, counselor and classroom teacher--acting as the group leaders. Each leader did conduct a group discussion based upon the guide for review and understanding of each program's theme. Finally a selection was made from the activities section of each program to reinforce and enhance the coping skills presented.

The class taking part in the microcounseling phase operated in the following manner. During the group question and review session a tape of the group process was made followed by a review and discussion of the tape on the following day. To provide the same amount of time per group a review and discussion session was held with the non-microcounseling group. Two days out of each of the fifteen weeks were scheduled for the program as described.

#### Collection and Treatment of Data

The California Psychological Inventory was administered on a pre and post-test basis. It did assess each

student of the following eighteen factors: dominance, capacity for status, sociability, social presence, self-acceptance, sense of well-being, responsibility, socialization, self-control, tolerance, good impression, communality, achievement via conformance, achievement via independence, intellectual efficiency, psychological-mindedness, flexibility, and femininity.

The data collected was treated in the following manner. For each group a correlated "T" was used for comparative analysis of the data collected from the pre and post-testing phases of the study. For analysis of data between groups an analysis of variance was used to compare the three groups on the basis of the mean values of each of the eighteen psychological characteristics studied. For clarification of procedures used in collection and treatment of data a diagram was provided (see Figure 1). The following null hypothesis was used to test the predictions of this study: There will be no differences in the mean values on each of the eighteen psychological characteristics between those who have had microcounseling and "Self Incorporated," those who have had "Self Incorporated" only, and those who have received no treatment at all.

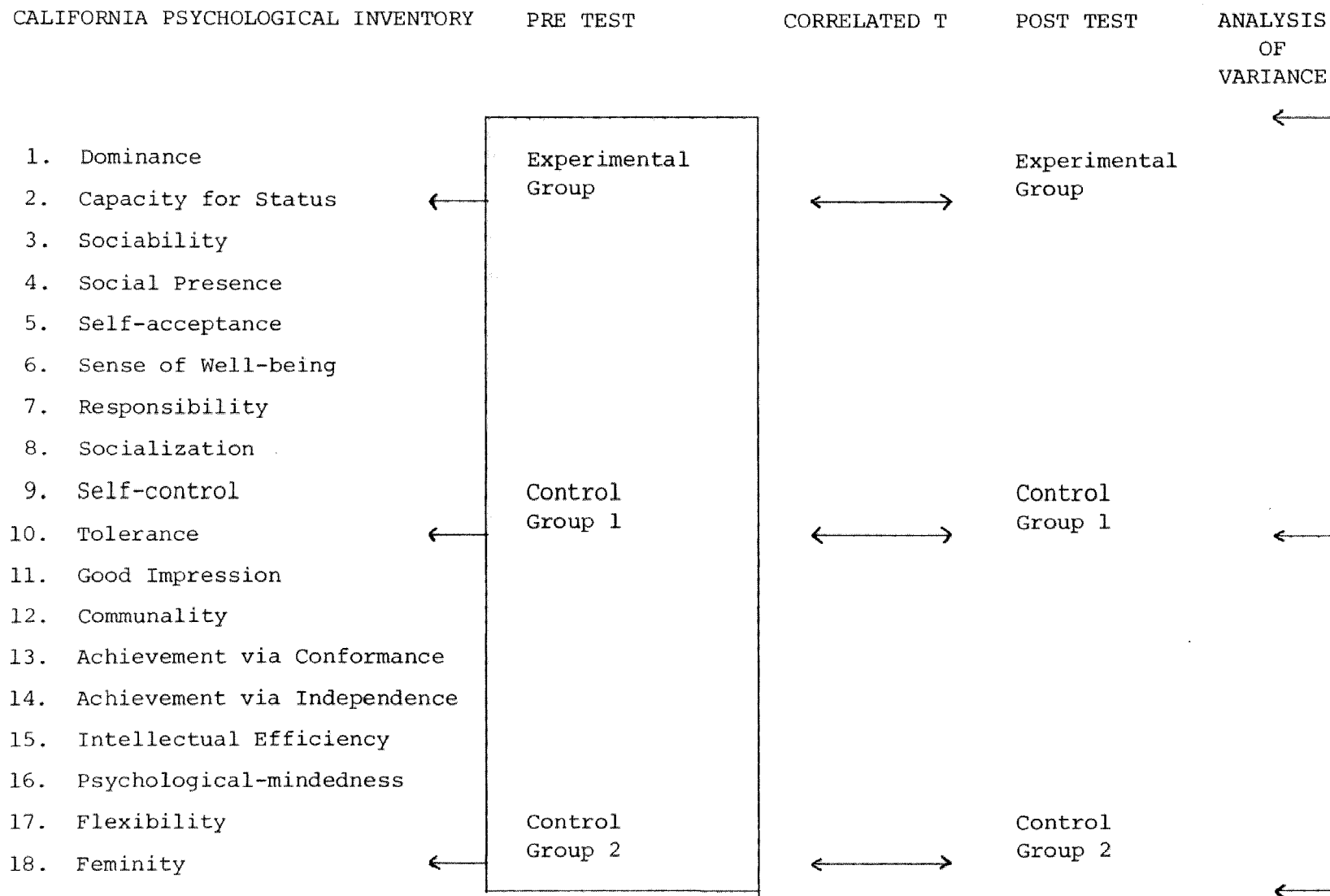


Figure 1

California Psychological Inventory Diagram of Data Treatment

## Chapter 2

### REVIEW OF RESEARCH AND THE LITERATURE

A review of the literature related to microcounseling, its uses and benefits as vital additions to a counseling and guidance program are selectively reviewed and presented in this chapter as they pertain to this study.

Because of the magnitude of this task, only selected contributions are offered. A comprehensive review of the total related subjects and areas is impossible in light of the voluminous contributions of the authors in the related areas and subject matter.

#### Microcounseling a Position

The skills of the counselor are too important to be used only in the guidance office. The counselor should move into the school classroom and the community to teach others the various skills of counseling and interpersonal communication. Microcounseling is a systematic method for teaching counseling skills in a short period of time.

Time, the counselor's dilemma: Members of the school counseling profession increasingly lament the paucity of time in which to carry out those functions deemed essential in counseling and guidance. The rapid and complex growth of American culture is creating new demands and

stresses within the ranks of pupil personnel workers. Realizing the rising need for assistance in performing the myriad guidance tasks, additional paraprofessional help must be trained in increasing numbers. The demand for counselor aides, however, outstrips the supply, and school counselors must seek help from other sources.

Microcounseling, a systematic video method of teaching counseling skills has proven to be one successful method in which the sometimes mysterious skills of the counselor are clearly defined and presented in concrete, readily transmissible form. Microcounseling provides free time in the counselor's crowded schedule for increasing personal contact and a wider scope of program functioning.

#### Microcounseling Equipment and Technical Competence

Video equipment is within the economic reality of most schools. It is therefore essential that practicing school counselors begin conceptualizing possible applications of this media. New portable videotape decks are available that offer the school counselor a vitalizing medium to enlarge their understanding of the counseling process and to increase the scope of their services. There is every reason to believe that one-to-one counseling, group counseling, and other counselor guidance functions could be enhanced and expanded.

The technical competence required for operating the equipment is limited. In many respects, the operation of videotape equipment is similar to audio taping. Magnetic tape is used to capture both sound and visual reproduction. Three separate pieces of equipment weighing about one hundred pounds comprise the videotape unit; tape recording deck, television monitor, and camera. Some familiarity with this equipment will be needed prior to actual taping to insure proper cable hook-up, threading, and lens adjustment. The new compact equipment can be set up and used by one counselor in about ten minutes.

Experience has revealed that extra equipment is useful in special situations. A wide-angle zoom lens has proved most helpful for taping group counseling sessions. Also, two cameras with a switcher permit scanning of individual group members. A camera with a fixed-focus lens presents some limitations; therefore, the zoom lens is particularly recommended for close-up shots and for counseling young, very mobile children.

### Applications in the School

The counselor's job can be conceived as a series of roles, e.g., information resource, facilitator, orientator, interpreter, teacher, and stimulator. Each of these roles offers numerous possibilities for use of videotape. For example, as an information resource the counselor must



provide data about local job opportunities, colleges, curriculum offerings, tests, and so on. Storing standardized material on videotape and using it as a referral source for students reduces counselor time needed for this activity.

As a facilitator, the counselor must know various sources of information to which students can refer. Through a previously prepared videotape, the student can be shown what materials are available. Furthermore, he can be taught to scan the vocational filing system and use the Occupational Outlook Handbook, college catalogs, etc. Prepared videotapes reduce the number of counselor responses to various student information requests.

Another part of the counselor's task is to be an orientator--one who acquaints or introduces something new. For example, sixth grade students often ask: "What is it going to be like when I get to seventh grade? What classes do I take? How do I get around from class to class? Who are the people who can help me? How can I get to see them?" A well-conceived videotape could answer all of these questions and more. It could involve former sixth graders in various roles, thus increasing student identification. Such a tape presents students with carefully selected information in a meaningful way.

It is conceivable that a counseling demonstration via videotape would be of interest to students, parents, faculty members, and administrators. Of course, only a

microscopic view is presented, but the observer vicariously experiences counseling. As the viewer observes an actual counseling session, their understanding deepens. Videotape offers the counselor an unusual opportunity to clarify the process of counseling.

As an interpreter and reporter of test results, counselors are obligated to educate their clientele carefully concerning the meaning and limitations of tests. Videotape presentations can assist counselors in explaining what a specific test measures and what its results mean to students, faculty, and parents. As a time-saver, one 20-minute videotape can be shown repeatedly to various groups that have completed the test. The counselor could spend more of their time in one-to-one conferences helping students integrate the test results with their special uniqueness.

Videotape offers excellent potential as a teaching aid. If the counselor is going to be effective with a specific student's special problems, he may have to adopt the role of teacher. For example, a videotape could allow the counselor to teach job interview techniques to students needing these skills. Model tapes could be prepared that deal with more personal problems such as expressing and understanding anger. The videotape would present role situations and permit the students to discuss various alternative actions.

As a stimulator, videotape has several possibilities for application by counselors. Interpersonal dynamics are not easy for students to visualize. Through videotapes a group can watch the behavior of its members and in subsequent analysis develop understanding of group interaction. Examination of individual behavior by counselor and student could provide students with samples of their own behavior from either individual or group counseling sessions.

In an exciting and viable profession such as counseling, all new advances in technology need to be examined for their relevance to the profession. Use of any innovation, however, should increase the effectiveness of the counselor and increase the time they have for meaningful interaction with their clients. Videotape can meet this criterion. Therefore it would serve the counselor's purpose to explore the tremendous potentialities of this medium.

### Microcounseling and Groups

In reviewing the literature on the field of videotaping and its usage it becomes necessary to narrow the review at this point to a specific area for focus on a key element of the study. This area of focus will be that of adapting microcounseling procedures to counseling in groups.

The topic of counseling in groups will be discussed drawing from research and writings in microcounseling, a systematic method of imparting basic skills to counselors-

in-training. Ivey says:

Microcounseling is a scaled-down sample of counseling in which beginning counselors talk with volunteer "clients" during brief five-minute counseling sessions which are video-recorded. These scaled-down sessions focus on specific counseling skills or behavior. Microcounseling provides an opportunity for those who are preparing to counsel to obtain a liberal amount of practice without endangering clients. While microcounseling has other possible purposes and uses, its principal aim is to provide pre-practicum training and thus to bridge the gap<sup>1</sup> between classroom theory and actual practice.

Microcounseling has proven effective with a wide variety of trainees ranging from school counselors,<sup>2</sup> medical students,<sup>3</sup> junior high school pupils,<sup>4</sup> to lay counselors,<sup>5</sup> in each case the specificity of the single behavioral skills taught within the microcounseling framework has demonstrated immediate and important changes in counselor behavior. Group leader behavior is equally amenable to systematic training as is

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<sup>1</sup>Allen E. Ivey, "Microcounseling: The Counselor as Trainer," Personnel and Guidance Journal, LI, No. 5 (1973), 311-316.

<sup>2</sup>Hutchcraft, "The Effects of Perceptual Modeling Techniques in the Manipulation of Counselor Trainee Interview Behavior."

<sup>3</sup>Moreland, "Video Programmed Instruction in Elementary Psychotherapeutic and Related Clinical Skills."

<sup>4</sup>Aldridge, "The Microteaching Paradigm in the Instruction of Junior High School Students in Attending Behavior."

<sup>5</sup>Haade and DiMattia, pp. 16-22; also Gluckstern, "Development of a Community Training Program for Parent-Consultants on Drug Abuse."

individual counseling. Microcounseling skills training can be useful to the prospective group counselor as he enters the even more complex world of group counseling. Further, microcounseling offers a technology through which group members can learn communication and interpersonal skills via the same instructional procedures as those used to train leaders.

The standard microcounseling paradigm consists of the following steps:

1. Videotaping of a five to ten minute segment of group interaction.
2. Training
  - a. A written manual describing the single skill being taught is presented to the trainee. Rather than try to produce an "instant" group leader, microcounseling training focuses on improving one skill at a time.
  - b. Video models of an expert group leader demonstrating the skill are shown, thus giving the trainee a gauge against which to examine the quality of his own behavior.
  - c. The trainee then views his own videotape comparing his performance on the skill in question against the "expert." Seeing oneself on tape with a specific context is a powerful learning experience.
  - d. A trainer-supervisor provides didactic instruction and emotional support for the trainee.
3. A second five to ten minute videotaped group session.
4. Examination of the last session and/or recycling of the entire procedure as in step 2, depending on the skill level of the trainee.

The time period for the training is approximately one hour,

while recycling of training adds another 30 to 45 minutes to the process.

One important variation of this basic procedure uses a group consisting of trainees in group leadership, each of whom takes a turn in demonstrating the specific skill in question. It cannot be stressed too strongly that the single skills emphasis is vital for success of micro-counseling in group work. While it is tempting to try to correct a trainee's behavior on several dimensions, experience has revealed that improvement in one dimension before other skills are introduced is sufficient for beginning trainees.

Within the microcounseling format, twelve basic skills have been identified for use with dyadic counseling instruction. They are available in written form with suggestions for developing videotaped models. The important point is that these same skills are useful in group counseling procedures. It would be possible to belabor the point. Suffice it to say that group leader behavior determines what will happen in any particular group. This point has been investigated by Gluckstern in a study training parents as lay drug counselors. She used the Taxonomy of Group Leader Behavior and found that changes in counselor behavior resulted in marked change in client behavior.<sup>1</sup> After training,

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<sup>1</sup>Gluckstern, "Development of a Community Training Program for Parent-Consultants on Drug Abuse."

counselors used more reflections of feelings and their clients talked more about emotional issues. This may appear an obvious point, but it is one that cannot be stressed too strongly. Too many people think that group process is a mystical procedure in which the leader somehow guides the participants. While this may be true for some leaders, it is also possible to define specifically what the leader is doing, the effect his behavior is having on the group and then to change his behavior and the behavior of those in his group. Gluckstern also found that the specificity of the microcounseling paradigm brought the parent counselors to a level of proficiency in which they were able to use these constructs for supervision of each other's counseling sessions. All this was accomplished in a 40-hour training session.<sup>1</sup>

Carkhuff has pointed out that the successful helper will change those "helpers" or clients with whom he works into helpers. It is no longer sufficient for a counselor to "help" people; he also has the responsibility to teach the skills he has mastered to others, thus multiplying the helping process.<sup>2</sup>

In essence what is being suggested here is that if group leader skills are definable, teachable and

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<sup>1</sup>Ibid.

<sup>2</sup>Carkhuff, p. 80.

facilitative, then it becomes incumbent on the group leader to help his group members learn the same skills so that they can help others as well as themselves. Microcounseling with its specificity of method is particularly adaptable to the teaching/learning process.

Aldridge, used microcounseling with a junior high school population to see if they could learn counseling skills. He found that they could readily learn the skills of attending behavior, a skill important both in interpersonal relations and in being an effective student.<sup>1</sup> Goshko has adopted the microcounseling format successfully for the instruction of elementary children in behavioral skills. He found that children in the fifth grade can readily learn the skills of microcounseling in small groups and is examining the generalization of the skills to classroom behavior.<sup>2</sup> Bitzer has developed an innovative blend of microcounseling skills and behavioral psychology in a successful parent training program in child rearing skills.<sup>3</sup> Rollin

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<sup>1</sup>Aldridge, "The Microteaching Paradigm in the Instruction of Junior High School Students in Attending Behavior."

<sup>2</sup>R. Goshko, "The Microcounseling and Media Therapy Framework in the Instruction of Elementary Students in Behavioral Skills" (unpublished doctoral dissertation, Amherst, University of Massachusetts, 1972).

<sup>3</sup>L. Bizer, "Parent Program in Behavioral Skills" (unpublished manual, Amherst, Massachusetts, Regional Public Schools, 1972).



provides similar data for teacher training.<sup>1</sup> And Collins reports on the Dade County (Miami) School System's use of microcounseling procedures to train cadres of high school students who then work as peer counselors.<sup>2</sup> Zeevi, has demonstrated the value of these techniques in group procedures with teen-age camp counselors and "hot-line" operators.<sup>3</sup> Thus, the evidence suggests that a wide variety of client populations can learn and profit from microtraining skills taught in groups under a microcounseling format.

Until the late sixties, videotape use was generally confined to broadcast areas, but the development of portable, low-priced videotaping equipment systems in the last few years has enabled such equipment to be included in the budgets of most institutions and some individuals.<sup>4</sup>

In this section the review of literature will focus on videotape utilization which provides a structured stimulus for specific viewer responses--development of skill,

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<sup>1</sup>S. Rollin, "The Development and Testing of a Performance Curriculum in Human Relations" (unpublished dissertation, Amherst, University of Massachusetts, 1970).

<sup>2</sup>E. Collins, Personal Communication, Miami, Dade County Public Schools, 1979.

<sup>3</sup>Zeevi, "Development and Evaluation of a Training Program in Human Relations."

<sup>4</sup>A valuable overview of inexpensive portable videotape systems is found in the "Official Manual" of Michael Shamber, Guerilla Television (New York: Holt, Rinehart and Winston, 1971).

change of behavior, or greater self-knowledge.

Closed-circuit television systems were used almost exclusively as a medium of exposition until the late sixties and early seventies, this use represents the major function of the more than 20,000 systems in use today. Most of the research during the sixties and early seventies compared television exposition to traditional methods.<sup>1</sup> With the development of inexpensive, versatile videotape systems, some researchers began to investigate the uses of videotape in handling individual differences in the affective, as well as the cognitive areas. This research was concerned with eliciting a specified behavior from an individual through videotape viewing rather than measuring averages of cognitive change. These researchers have to overcome the passive nature of commercial television viewing which had been continually reinforced over years of home viewing.<sup>2</sup>

Three methods designed to produce an active response, and most relevant to this study will be examined and will serve as the central point around which to build the over-all review; they are: modeling, simulation, and self-confrontation.

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<sup>1</sup>Godwin C. Chu and Wilbur Schramm, Learning from Television: What the Research Says (Washington, D.C.: NAEB, 1967).

<sup>2</sup>Armand Alkire, "The Use of Videotaped Playback in the Fields of Education and Mental Health," Audiovisual Communications Review, XVII (1969), 182-200.

Modeling through videotape utilizes a standard model of appropriate behavior which is taped and the viewer is encouraged to exhibit similar behaviors. Such modeling is termed "perceptual modeling" to distinguish it from "symbolic modeling" which refers to reading how an action is performed and attempting to imitate that action. In teacher training, perceptual models have been found to be more effective than symbolic models,<sup>1</sup> and within perceptual modeling, presenting a brief example of a specific teaching behavior taken out of context of a lesson was found to be more effective for instructing teachers in a teaching skill than presenting the behaviors in a lesson context.<sup>2</sup> This latter finding provided the basis for micro-teaching<sup>3</sup> developed at Stanford University by Dwight Allen and practiced, though sometimes under a different label, in many teacher training programs.

David Young, a student of Allen, continued the research at Stanford and later at the University of Maryland.

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<sup>1</sup>Walter Cameron and Calvin Cotrell, Remote Feedback Techniques for Inservice Education Assessment of Micro-teaching and Video Recording in Vocational and Technical Teacher Education: Phase X - Interim Report, U.S., Educational Resources Information Center, ERIC Document ED 042 901, 1970.

<sup>2</sup>Ibid.

<sup>3</sup>Micro-Teaching: A Description (Palo Alto: Stanford University, 1967).

Young, who relied heavily on the research in imitative learning of Bandura, Walters, and Berkowitz, concluded that modeling is more effective if attention is focused on a teaching skill at the time it occurs on tape (non-contingent focus).<sup>1</sup> Furthermore, according to Young, positive behavior through modeling transfers to teaching ability better than negative behaviors.<sup>2</sup>

Simulation involves modeled behavior which is a stimulus for immediate viewer response; the model is of a specific situation to which the viewer must respond, rather than of a finished product to which the viewer can aspire as in modeling. In counselor education, client responses are simulated via videotape to train counselors in using "counselor tacting leads" (CTRLs). As in modeling, videotape provides a standardized stimulus across all viewers. In one study, the counselor reacted to the taped client's response; if the CTRL was considered effective by the supervisor, a taped response of the client was shown, but if the

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<sup>1</sup>David Young, The Effectiveness of Self-Instruction in Teacher Education Using Modeling and Videotape Feedback, U.S., Educational Resources Information Center, ERIC Document ED 019 883, 1968.

<sup>2</sup>David Young, "The Modification of Teacher Behavior Using Audio-Video-Taped Models in Micro-Teaching Sequence," Educational Leadership, XXVI (1969), 394-403.

lead was inappropriate, no client response was presented.<sup>1</sup>

Simulation has also been used to aid the client in the counseling situation. "Vicarious counseling" involves the client experiencing the full interview treatment process of another individual whose constellation of problems includes features with which the individual will identify. Tapes of interviews of individuals representing a variety of common problems are collected, transcribed, and taped using actors. The advantages of vicarious counseling include reducing the number of applicants, and reducing the length of treatment for those who still need counseling--psychotherapeutic treatment. Also those who needed subsequent treatment were found to be more problem-solving oriented than the traditional client.<sup>2</sup>

A similar use of simulation in psychological therapy consists of fifteen set responses which are taped and presented sequentially to a patient no matter what the patient says. Standardized Videotaped Interviews (SVTI) have shown that not only are schizophrenic patients able to carry on a dialogue with the taped responses, but also they tended to

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<sup>1</sup>Daniel Delany, Sheldon Eisenburg and Harold Moses, The Effectiveness of Instruction--Simulation on the Training of CTRLs, U.S., Educational Resources Information Center, ERIC Document ED 046 051, 1969.

<sup>2</sup>Magoon Thomas, "Innovations in Counseling," Journal of Counseling Psychology, XI (1964).

share more personal information during SVTI than in more traditional person-to-person encounters.<sup>1</sup>

Self-confrontation differs from modeling and simulation in that each taped sequence represents an individual encounter; the viewer becomes personally involved with the playback, as concluded from studies done by Nielsen:

An individual's awareness of his own behavior in a situation is usually distorted by self-interest and personal involvement. In the self-confrontation condition, a record of one's performances contradicts erroneous perceptions and may be painful.<sup>2</sup>

Burton Danet conducted research in self-confrontation with psychiatric in-patients; he compared a group receiving videotape feedback with a control group which received no playback. The playback was conducted during the beginning of the following session (one week later) and there was no comment made during the playback. The results showed that the experimental group (E-group) demonstrated more anxiety, more cohesion on task dimensions, and more negative self-evaluation than the control group (C-group). The C-group, on the other hand, demonstrated more cohesion on emotional and affective dimensions, more positive self-evaluation, and more improvement. The C-group became more democratic as

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<sup>1</sup>Michael Dinoff, A. J. Finch, and Herbert M. Skelton, "The Stability of Chronic Schizophrenic Speech on a Standardized Video-taped Interview (SVTI)," Counseling Psychology, XXVII (1971).

<sup>2</sup>G. Nielsen, "Studies in Self-Confrontation" (Copenhagen: Munksgaard, 1962), p. 28.

the sessions continued: The E-group was dominated by several members.

Danet concluded that in this study videotape self-confrontation was a disruptive influence affecting the mode of interaction and amount and type of cohesion; however, he felt that generalization of these results was confounded by too many questions: For which individuals and under what conditions is exposure to one's self-image in this manner a beneficial experience? When and under what conditions will self-viewing produce negative or harmful results?<sup>1</sup>

These questions present a means for greater expansion of the literature review and will be covered under the following headings:

1. The Self-Viewer: Who should experience self-confrontation.
2. The Recording Experience: What are the elements of a non-threatening taping experience.
3. Production Techniques and Playback Time: What should be included on the tape and when should it be replayed.
4. The Playback session: How should the playback be conducted.

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<sup>1</sup>Burton Danet, "Self-Confrontation in Psychotherapy Reviewed," American Journal of Psychotherapy, XXII (1968), 245-257.

### The Self Viewer

As an adjunct to several investigations, it was discovered that videotape self-confrontation can be detrimental to certain types. Milton Berger, in describing videotape usage in a private psychiatric practice, mentioned that he did not use self-confrontation with suicidal patients whose self-hate was physically bound.<sup>1</sup> George Heen in work with teacher education in St. Cloud, Minnesota, found that about five percent of the teachers should not get involved in videotape self-confrontation without cautious planning; these were often the perfectionists who were the better teachers.<sup>2</sup> In addition to psychological correlates, researchers have examined how viewers should be prepared for profitable self-confrontation.

Solomon and McDonald, reacting to the micro-teaching project at Stanford, examined "When do individuals accept and when do they reject negative, unsupportive information about themselves when faced with a reliable recording of their behavior."<sup>3</sup> The authors noted that defensive reactions

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<sup>1</sup>Milton Berger, "Integrating Video into Private Psychiatric Practice," Voices, V (1970), 78-85.

<sup>2</sup>Goerge F. Heen, "Smile! This is Videotape Self-Confrontation," Minnesota Journal of Education, IL (1968), 16-17.

<sup>3</sup>Gabriel Solomon and Frederick McDonald, "Pre- and Post-Test Reactions to Self-Viewing One's Performance on Videotape," Journal of Educational Psychology, LXI (1970), 280-286.



are not likely to take place when the viewer knows what behaviors are expected and hence looks for deviations of this behavior, and second, has adopted these expectations for the desirable behavior and is ready to modify his behavior to make it congruent with the expectations. Without such focusing, the authors hypothesized that self-perceptions and predispositions determine the receivers' reactions to self-viewing and cues he selects. The study found that without set standards, attitudinal change was dependant on satisfaction with one's performance; with less satisfaction there were more defensive responses and less attention to teacher related cues.<sup>1</sup>

Pre-taping, in conclusion, involves establishing behavioral objectives with those to be taped and convincing them of the need to meet such objectives; if the experience is non-threatening, no one will be emotionally injured and most will benefit from self-confrontation. In dealing with the total picture the next three sections will cover the elements of non-threatening taping and playback as determined through various studies. Dr. Burton Siegel, writing in the area of sales training, described the importance of control during these stages:

Video strips us of our defenses. It casts an impartial eye on us that doesn't lie or subtly distort what we see to fit our own image

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<sup>1</sup>Ibid.

of ourself, as all humans tend to do when they lack the objective view videotapes provide. Almost everyone experiencing it for the first few times will tend to be very anxious and extremely self-critical. These are the ingredients of a psychological devastating shock, and we've seen some participants badly scarred emotionally in poorly run programs of this type.<sup>1</sup>

### The Recording Experience

The manner in which a taping session is conducted can determine whether it is a non-threatening experience and realistic involvement. This is important in videotape observation whether subsequent self-confrontation occurs or not. An extensive study by Raymond Adams and Bruce Biddle used videotape as an observational tool to show classroom behavior including the physical movement of the teacher and student-teacher interaction.<sup>2</sup> Biddle in a separate study noted that during recording sessions some students acted better than usual. "Videotapes are not the perfect means for gathering classroom interaction data--simply the best technique yet available."<sup>3</sup>

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<sup>1</sup>Burton Siegel, "VTR in Sales Training," Training, IV (1967), 39.

<sup>2</sup>Raymond Adams and Bruce J. Biddle, Realities of Teaching: Explorations with Videotape (New York: Holt, Rinehart and Winston, 1970), pp. 78-80.

<sup>3</sup>Bruce J. Biddle and Marvin D. Loflin, Verbal Behavior in Black Ghetto and White Suburban Classrooms: An Overview, U.S., Educational Resources Information Center, ERIC Document ED 047 308, 1971.

Several studies have compared using the camera in the open or concealing it, and using different settings--natural, studio, room. Concealing the camera may become an invasion of privacy unless the individual is first informed that he will be videotaped which may create more anxiety than having the camera in the open. Individual studies with psychiatric patients conducted by Frederick Stoller,<sup>1</sup> Milton Berger,<sup>2</sup> and Harry Wilmer,<sup>3</sup> all suggested conducting the recording in the studio with cameras in the open. Familiarity with the television equipment allows the subjects to understand the videotaping process. Stoller had his patients run the cameras.<sup>4</sup> Myles Breen suggested that sales trainees become involved as a team in a permissive attitude which allows trainees to operate the cameras. When the trainee becomes familiar with the equipment, according to Breen, there will be no more effort to self-viewing

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<sup>1</sup>Frederick Stoller, "The Long Weekend," Psychology Today, I (1967), 28-33.

<sup>2</sup>Berger, pp. 78-85.

<sup>3</sup>Harry Wilmer, "Television: Technical and Artistic Aspects of Videotape in Psychiatric Teaching," The Journal of Nervous and Mental Disease, CXLIV (1967), 207-223.

<sup>4</sup>Frederick Stoller, "Group Psychotherapy on Television: An Innovation with Hospitalized Patients," American Psychologist, XXII (1967), 158-162.

than looking in the bathroom mirror.<sup>1</sup>

In establishing an attitude conducive to taping, it is sometimes necessary to conduct a number of sessions before taping. Berger, working with psychotherapy groups, felt that there needed to be, what he termed a positive transference feeling within the group before taping.<sup>2</sup> Thomas Stroh, in an excellent review of videotape utilization in business training, suggested a number of candid rapings of sales trainees to relax them.<sup>3</sup> A study dealing with the distractive element of videotaping retarded children may be relevant to this area. The researchers found that over a six-day period--one thirty-minute recording session each day--there was a significant reduction in distraction, and furthermore there was a similar pattern of decreasing distractions within each individual taped session. The researchers concluded that with this group it was most profitable to begin taping fifteen to twenty minutes into the session.<sup>4</sup> If similar patterns exist in

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<sup>1</sup>Myles Breen, "Keep Your Shirt on Friend," Training in Business and Industry, VI (1969), 50-51.

<sup>2</sup>Berger, pp. 78-85.

<sup>3</sup>Thomas F. Stroh, The Uses of Videotape in Training and Development (New York: American Management Association, 1968).

<sup>4</sup>Cary L. Richard and William R. Reid, "The Distraction Effects of Videotape Recording Procedures in a Classroom of Educable Mentally Retarded Children," Special Education, III (1969), 411-416.

other groups to be taped, the determination of such patterns could aid in producing tapes which are representative of the group.

Several studies emphasize the need for a number of self-confrontations to relax the individual and create a realistic situation. Stroh, in his survey of business uses of videotape, found that most utiliziers conducted a single, or at most two, performances and viewing which contained no objective evaluation of the results.<sup>1</sup> Logue, Zenner, and Gohman found that videotape was "anxiety producing and could contribute to a temporary regression of efficiency of behavior."<sup>2</sup> Stroh found that a salesmen group which used videotape playback decreased in listening and questioning effectiveness after the first viewing when compared to a control group which had not been taped, but the experimental group gained after the second and consecutive viewings.<sup>3</sup> In evaluating the contribution of videotape recording to the T-group processes, Wilborn Hudson found:

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<sup>1</sup>Thomas F. Stroh, "People Can Get Hurt in Confrontation," Training in Business and Industry, V (1968), 43-47.

<sup>2</sup>P. E. Logue, M. Zenner and G. Gohman, "Videotape Role Playing in the Job Interview," Journal of Counseling Psychology, XV (1968), 438.

<sup>3</sup>Thomas F. Stroh, Videotape Feedback in the Development of Listening Skills by Industrial Salesmen, U.S., Educational Resources Information Center, ERIC Document ED 035 833, 1968.

The use of videotape recordings to facilitate group interaction and understanding seems to have only slightly impairing effects during the early stages. The long run gains appeared to more than offset the difficulties encountered early in the experiences.<sup>1</sup>

The following conclusions can be drawn from the preceding research results which relate to the recording session:

1. Acquainting the participants with the television equipment and the taping process will tend to produce a relaxed and natural session.
2. Some measure of group behavior which will show the level of distractions or anxiety will enable the researcher to determine when the group is ready for taping over a number of sessions and within a single session.
3. A number of recording session-playback combinations will tend to overcome the initial detrimental and inhibiting effect of the videotaping process.

#### Production Techniques and Playback Time

The manner in which camera shots are combined or other information added to the tape is usually not evident to those being taped. In addition, the information can be

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<sup>1</sup>Wilborn Hudson, III, Evaluation of the Contribution of Videotape Recordings to T-Group Processes, U.S., Educational Resources Information Center, ERIC Document ED 030 938, 1968.

added to the tape following the recording session. Drama critics had their criticisms voiced over videotapes of plays performed by Maryland high school drama groups.<sup>1</sup> As it turned out, the comments proved to be emotionally weakening to those students who suffered criticism with initial viewing; an initial playback before adding the criticism might have been advised. Iowa researchers took an active role during the recording session of group interactions in a speech class; the instructor could superimpose slides of negative and positive comments at the bottom of the screen, or he could fade out the audio and add his voice to the tape.<sup>2</sup>

Harry Wilmer presented a detailed and illustrated analysis of practical and theoretical aspects of camera angles, sequential programmed techniques and artistic qualities of production. Additions to the tape can be more sophisticated than those presented above. Notes can be written by the counselor with an electronic pen and superimposed across the bottom of the screen, or lights behind the client can indicate inner monologue of the counselor which could be recounted during the playback. Often, split

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<sup>1</sup>Robert Gunther and Randolph Pugliesi, "Videotape at a Drama Festival," Audio-Visual Instruction, XIII (1968), 1132-1133.

<sup>2</sup>Samuel L. Becker, John Waite Bowers and Bruce E. Gronbeck, "Videotape in Teaching Discussion," Speech Teacher, XVII (1968), 104-106.

screening a two person interview will enable one to analyze non-verbal reactions as well as verbal comments of the client. The effect of superimposing one member of the group in closeup over the rest of the group enables the counselor to concentrate on the behavior of one member and be simultaneously attentive to the others in the group.<sup>1</sup>

A method of sensitivity group teaching involved videotaping a group for ten minutes, using close-ups spaced by group shots. The discussion of the tape by the group was taped with the original tape inserted in the lower right hand corner. This final tape could be viewed with the effect of seeing oneself acting and reacting to both. Three levels of self and group observation were involved: first, the original group; second, the group discussion as they watch the original group; and third, the re-experience of both groups by viewing the final tape.<sup>2</sup>

Research concerning when to playback a recording session lacks vigor; most of the studies scheduled playbacks for convenience without regard to the possible differences in results between immediate or delayed playback. Those studies which explicitly considered playback unanimously supported immediate playback. The teach-view-reteach

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<sup>1</sup>Wilmer, "Television Technical and Artistic Aspects of Videotape in Psychiatric Teaching," pp. 207-223.

<sup>2</sup>Ibid.



structure of micro-teaching is predicated on immediate playback. Eugene Czajkoski, working with group therapy, found that beginning a session with the tape of the previous week's session tended to stall the group in a kind of historical perspective and that their feelings of closeness were lost.<sup>1</sup> Czajkoski also found that stopping a session in the middle for playback tended to diminish spontaneity and increase dependence upon the therapist.<sup>2</sup> Stoller found that delayed playback diluted the therapeutic value of self-confrontation.<sup>3</sup>

Wilmer recommended a relatively short playback, ten to twenty minutes, because the amount of information was so vast and discussion often continued for longer than the playback itself.<sup>4</sup> If a researcher is confronted with a long tape, it may be necessary to edit out those portions which are most relevant to the group or individual behaviors the researcher is interested in. Editing would negate immediate playback; in this instance it would be the practitioner's

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<sup>1</sup>Eugene Czajkoski, "The Use of Videotape Recordings to Facilitate the Group Therapy Process," The International Journal of Psychotherapy, XVIII (1968), 516-524.

<sup>2</sup>Ibid.

<sup>3</sup>Stoller, "Group Psychotherapy on Television: An Innovation with Hospitalized Patients," pp. 158-162.

<sup>4</sup>Wilmer, "Television: Technical and Artistic Aspects of Videotape in Psychiatric Teaching," p. 215.

position to weigh the advantages of immediate playback over a well-edited tape.

In conclusion, the production techniques depend on the equipment which is available; the advantages of multiple images in working with groups may convince such a user to purchase a switcher and several cameras; and sessions should be planned to include time for immediate playback.

### The Playback Session

Churchill Roberts found that the playback session was important to individuals acting out a job interview situation, although the overall effect of criticism was reduced because the actual performance replayed on tape was neither as bad nor as good as the negative or positive criticism suggested.<sup>1</sup> A critical question concerns what to do during the playback session.

Richard Biberstine found in teacher education that viewing the tape does not bring about a change automatically.<sup>2</sup> In the same area, Young stressed the importance of contingent

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<sup>1</sup>Churchill Roberts, "The Effects of Self-Confrontation, Role Playing and Response Feedback on the Level of Self-Esteem," Speech Teacher, XXI (1971), 22-28.

<sup>2</sup>Richard Biberstine, "The Utilization of Videotape Equipment in Teacher Education," Contemporary Education, V (1971), 217-221.

focus,<sup>1</sup> and Solomon and McDonald noted that when no standards for behavior were presented, the viewer's reaction was dependent on how he viewed the performance.<sup>2</sup> In the same area, Young stressed the importance of contingent focus,<sup>3</sup> and Solomon and McDonald noted that when no standards for behavior were presented, the viewer's reaction was dependent on how he viewed the performance.<sup>4</sup> In two studies, individual reaction, which Solomon and McDonald said should be avoided, was the behavioral objective of self-confrontation.<sup>5</sup> In the late fifties, Cornelison and Arsenean used photographic self-images without direction: Since self-confrontation focuses perception upon an external image of self, this may bring a psychotic individual into better contact with the realistic self.<sup>6</sup>

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<sup>1</sup>Young, "The Modification of Teacher Behavior Using Audio-Video-Taped Models in Micro-Teaching Sequence," pp. 394-403.

<sup>2</sup>Solomon and McDonald, pp. 280-286.

<sup>3</sup>Young, "The Modification of Teacher Behavior Using Audio-Video-Taped Models in Micro-Teaching Sequence," pp. 394-403.

<sup>4</sup>Solomon and McDonald, pp. 280-286.

<sup>5</sup>Ibid.

<sup>6</sup>Floyd S. Cornelison and Jean Arsenean, "A Study of the Responses of Psychotic Patients to Photographic Self-Image," Psychiatric Quarterly, XXXIV (1960), 1-8.

Harry Wilmer has recently used videotape as a medium for a television monologue of adolescent patients; each patient prepared a fifteen-minute, do-your-own-thing tape shortly after he had been admitted with the options of erasing the tape, showing it to the therapist, or sharing it with other patients.<sup>1</sup>

Most of the studies which provided no guidance during the playback were run by non-therapists. Stroh found little feedback during playback sessions with sales trainees; in the plethora of studies which compare videotape feedback with other media feedback, there is no direction during the playback.<sup>2</sup> In support of direction during playback, Myles Breen in a study which used eight types of non-fluences as measures of anxiety found that there was less anxiety with videotape playback coupled with teacher comment than with the playback alone or a no feedback condition.<sup>3</sup>

Behavioral objectives for the videotape self-confrontation should be established before the taping

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<sup>1</sup>Harry Wilmer, "Use of the Television Monologue with Adolescent Psychiatric Patients," American Journal of Psychiatry, CXXVI (1970), 102-107.

<sup>2</sup>Stroh, The Uses of Videotape in Training and Development.

<sup>3</sup>Myles Breen and Roderick Diehl, Effect of Videotape Playback and Teacher Comment on Anxiety During Subsequent Task Performance, U.S., Educational Resources Information Center, ERIC Document ED 042 333, 1970.

experience, and during the replay it is necessary to direct the self-viewer's attention away from the "cosmetic effects" to those specified behaviors. A number of methods have been developed to focus the viewer's attention: micro-teaching, focused feedback, interpersonal process recall, and sequenced peer teaching/videotape recording: playback.

Micro-Teaching. Micro-teaching, as developed at Stanford, utilizes a framework of teaching areas including initiating behaviors, presenting material, consolidation of the lesson, monitoring and evaluation. These primary areas are broken down into skills. Within a micro-teaching unit a single skill is emphasized, employed by the student teacher, and during the immediate video replay attention is directed toward the use of the specific skill.<sup>1</sup>

Focused Feedback. Frederick Stoller described focused feedback as a means to avoid patients concentrating on their physical experiences rather than the meaningful elements of their interpersonal impact. During the immediate self-viewing, the therapist focuses on what he considers to be significant aspects of the interaction session. The concept of focused feedback grew out of Stoller's work with chronic schizophrenics. He found that patients who had lost all self-esteem could not resist watching themselves.

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<sup>1</sup>Micro-Teaching: A Description (Palo Alto: Stanford University, 1967).

When such viewing was focused, according to Stoller, the experience could be beneficial.<sup>1</sup>

Margot Robinson used the focused feedback technique to subject the effectiveness of videotape feedback to systematic measurement; she felt that most earlier work in this area had been anecdotal. Using tape playback as a mnemonic device supported by the focusing technique, she developed comparisons between groups which utilized videotape self-confrontation and those which received verbal feedback on the sessions. The results supported the use of videotape self-confrontation.<sup>2</sup>

Stoller also worked with group encounters using videotape to differentiate between anticipated and actual responses in group interaction. An act consists of a range of gestures, some of which (such as speech) can be monitored by the initiator, and some of which (such as facial expressions) cannot. Through video replay of group encounters, the discrepancy between verbal and non-verbal gestures was investigated by Stoller to explain this lack of correspondence between a person's inner state and what he verbally

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<sup>1</sup>Stoller, "Group Psychotherapy on Television," pp. 158-162.

<sup>2</sup>Margot Robinson and Alfred Jacobs, "Focused Videotape Feedback and Behavior Change in Group Psychotherapy," Psychotherapy: Theory, Research and Practice, VII (1970), 169-172.

communicated to others.<sup>1</sup> A small vocabulary has developed to describe the self-viewer as he becomes aware of his own actions and those of others. "Image impact" is a person's reaction to the initial viewing; "second-chance phenomenon" denotes a second chance through video replay to better communicate feelings; and "apres vu phenomenon" occurs when one has a new view of another person during the replay, and a second chance to react.<sup>2</sup>

Interpersonal Process Recall (IPR). As in focused feedback, IPR uses self-confrontation as a fluid session and focuses attention to specifics during the playback, in contrast to the highly structured micro-teaching. Developed by Norman Kagan in the early sixties, IPR used a split-screen of counselor and client; the maximum number of clues were included in the playback which was viewed by the client and counselor separately; the client was assisted by an interrogator who was a skilled counselor. The interrogator had the client recall feelings and interpret behavior during the replay. Either the client or the counselor could stop the tape at any point and comment on the interaction.

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<sup>1</sup>Stoller, "Group Psychotherapy on Television," pp. 158-162.

<sup>2</sup>Ian Alger and Peter Hogan, Enduring Effect of Videotape Playback Experience on Family and Marital Relationships, U.S., Educational Resources Information Center, ERIC Document ED 019 700, 1968.

The counselor observed the client-interrogator interaction through a one-way mirror. The role of the interrogator was to have the client concentrate on the original counselor-client relationship; the client was pushed to express greater clarity in discussing and understanding specific behaviors.<sup>1</sup>

In IPR, Kagan noted that there was a mutually beneficial effect for the client and the counselor: The counselor could observe the client's projections, fears and aspirations about him (the counselor), and more clearly understand the client's interpersonal behavior and aspects of his problem; the client, on the other hand, could begin to understand his own perceptions and reactions to people by observing the interaction.<sup>2</sup>

Recently Kagan has combined videotape simulation with IPR. Films were prepared with actors portraying four basic types of affect (these had been determined by a pilot study) with varying degrees of intensity. Clients who viewed these simulations in videotaped sessions became involved with the films even in large groups, to the degree that they would verbally and physically respond. The

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<sup>1</sup>Kagan, "Stimulated Recall in Therapy Using Videotape: A Case Study," pp. 237-243.

<sup>2</sup>Norman Kagan and Paul G. Schauble, "Affect Stimulation in Interpersonal Process Recall," Journal of Counseling Psychology, XVI (1969), 309-313.



following IPR session enabled the client to gain rapid insight into what was probably their typical reactive behavior to intense or threatening interpersonal situations:

Initial case study results have suggested that affective simulation with the IPR process accelerates the client's ability to perceive, differentiate and gain insight into his reactions to others.<sup>1</sup>

#### Sequenced Peer Teaching/Videotape Recording:

Playback (SPT/VTR:P). This is a method for improving the competency of experienced teachers which combines micro-teaching with IPR. A small group of college teachers from several departments met with an outside facilitator. Each of the teachers presented a sequence of teaching sessions which were videotaped, played back and critiqued by the group. The facilitator provided initial stimulus to discussion and criticism since he had no personal involvement; the results showed improved teaching through gains in sensitivity to aspects of instruction, and the establishment of colleague rapport across disciplines.<sup>2</sup> This small study is most important as an indicator of intelligent and planned use of videotape. In contrast, most often videotape

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<sup>1</sup>Ibid.

<sup>2</sup>Chester H. Case and Steven A. Brown, Introducing SPT/VTR:P, U.S., Educational Resources Information Center, ERIC Document ED 047 672, 1970.

is provided for self-evaluation to a faculty member with the stipulation that the tape will only be viewed by him and then erased. This final section has outlined a range of approaches to make the playback session a constructive experience.

### Putting Microcounseling to Use

Microcounseling and the complete field of videotaping present a future that is unlimited. A study was conducted at Southern Illinois University involving the techniques and methods of videotaping, these were adapted to the education of handicapped children. It was the conclusion of this study that videotaping as a medium was adaptable to the training of teachers that work with handicapped students.

The name given this area of study was Special Education micro-teaching. With this development and addition to the field of education a whole new dimension has been added to the future of videotaping.

Special Education microteaching was designed to provide pre-service and in-service trainees with instruction and practice in teaching skills useful to the teachers of handicapped children.<sup>1</sup>

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<sup>1</sup>Southern Illinois University, Special Education Micro-teaching, U.S., Educational Resources Information Center, ERIC Document ED 126 666, 1976.

Along the line of creating special educational programs for both the student and teacher comes the question of time needed for instruction.

The ability and means of students to control the pace of their learning was the object of a study conducted by Philip Lauver and Gene Brody at the University of Arizona.<sup>1</sup>

Through the adaptation of microcounseling to a program designed to teach interviewing skills to students it was their conclusion that microcounseling offered flexible procedures of instruction and therefore allowed the matching of modes of instruction and the matching of students' learning mode and the microcounseling procedure.

This study added to the ever growing needs of self-paced education in our society as the educational community continues to move towards the concepts of individualized educational programs to match the students individualized needs.

The concept of hands on activities in the world of education and in particular the areas of manual training is not a new idea, however, the use of microcounseling as it applies to this concept is and offers several possibilities.

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<sup>1</sup>Philip Lauver and Gene Brody, The Relative Effectiveness of Self-Modeling as a Procedure for Teaching Basic Interviewing Skills, U.S., Educational Resources Information Center, ERIC Document ED 108 064, 1975.

In the study of Louis Paradise and Thomas Potter the concept of hands on activities was applicable in that the results of their study concluded that by adapting a counseling technique format of video and audiotaping, feedback, modeling and role playing, the effects of taking an active role by both a counselor and a counselor-trainee that measurable changes were produced in the personality characteristics of the trainee.<sup>1</sup>

The important fact here of course was that learning how to be a counselor was a part of the experience itself and the use of video-taping procedures contributed to this experience and was noted by the measurable and positive changes in the personality characteristics of the trainee.

In a study conducted with social studies teachers a similar and very strong conclusion was reached that videotaping or the process known as microteaching did change student teachers' self-concepts by increasing their willingness for self-criticism and for acceptance of criticism by others.<sup>2</sup>

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<sup>1</sup>Louis Paradise and Thomas Potter, Changes in Personality Characteristics of Trainees in a Counseling Methods Course, U.S., Educational Resources Information Center, ERIC Document ED 142 873, 1977.

<sup>2</sup>Robert Randall and Doris Sutton, The Effects of Videotaped Microteaching on the Self Concepts of Social Studies Student Teachers, U.S., Educational Resources Information Center, ERIC Document ED 142 485, 1977.

The process of videotaping opened their personal world and expanded their own abilities as a result.

In final note two reports emphasize the extent to which microcounseling has influenced the education processes of not only the educational community of America, but the world itself.

In a report on practicum training for school counselors R. J. Manthei and J. J. Small of the University of Canterbury, Christ Church, New Zealand, reported that microcounseling techniques were a vital part of the program and within each phase specific skills were identified, explained and practiced in a microcounseling format.

In the report it was related that it was the counselors themselves who urged that the videotapes be formally assessed and that passing a practicum should be contingent on demonstrating effectiveness in actual counseling.<sup>1</sup>

The second report comes from an article printed in the Journal titled Development Communication Report.<sup>2</sup> This January issue was devoted heavily to videototechnology and relates the flexible capabilities of videotape used with

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<sup>1</sup>R. Manthei and J. Small, Practicum Training for School Counselors, U.S., Educational Resources Information Center, ERIC Document ED 178 822, 1980.

<sup>2</sup>Agency for International Development, Video and Micro-Teaching: Adaptable Medium, Adaptable Method, U.S., Educational Resources Information Center, ERIC Document ED 172 759, 1979.

microteaching.

Presented and illustrated were case studies of childhood education and rural health development programs in Nigeria, improvement of nurses' communication skills, and development of executive helping skills. Important to this study was the comparison of advantages and disadvantages of videotaping and microteaching and the fact that videotaping, microteaching and microcounseling were adaptable mediums and methods.

### Conclusion

Before one decides on videotape self-confrontation, it is important to determine if such feedback is necessary for the task involved. In fact a number of considerations tend to support the use of other media of feedback: first, other methods of feedback may be superior to videotape self-confrontation for changing certain behaviors in certain individuals; second, there are emotional dangers inherent in videotape self-confrontation with certain individuals; and third, extreme time and energy must be devoted to each stage of the process.

Having determined that the behavioral objectives and the individuals involved would best be served by self-confrontation, the following conclusions are important to consider:

1. It is necessary to structure the experience and

convince the participants that behavioral changes resulting from such structure are valuable.

2. During the session, it may be necessary to allow the participants to use the cameras, play with the video recorder, and become relaxed in the situation before the tape is representative of a realistic experience and not merely a series of interpersonal contacts performed for the camera.
3. External factors--when group meets, length of time group meets--should not determine the length of time of playback; unless prior review of the tape is necessary, the session should be planned to include replay immediately after the session.
4. During the playback, avoid free viewing: attention should be directed towards those individuals and behaviors felt important by the practitioner. In a non-therapy, an outside facilitator may improve the value of the playback session.

## Chapter 3

### DESIGN OF THE STUDY

The primary purpose of this research was to determine if a relationship exists between a microcounseling process, that was adapted to a nationally developed series on coping skills (Self Incorporated), and the cognition and retention of these coping skills. The methods employed in collecting the data and analyses are briefly reviewed in this chapter. The hypothesis that was tested in the investigation is also presented.

#### Description of the Sample

The population of this study was from a junior high school located in the Des Moines Independent Community School District. At the start of this study ninety-five students comprised the population, through a variety of causes eleven of the students did not complete the total program and were dropped from the study. This left eighty-four students of which forty-one were boys and forty-three were girls. Random assignment was assured for this population based on the following reasons:

1. Students were selected for regular classes in the area of language arts/social studies.
2. Classes were selected to equalize factors of age, academic achievement and abilities.



3. Each class was made up of seventh, eighth and ninth graders.
4. The count of males and females was about equal with the make-up represented in the following manner: thirty-four seventh graders, thirty-five eighth graders and twenty-six ninth graders. The final study, as noted, ended with eighty-four students with the final breakdown being forty-one boys and forty-three girls.

Section of the school was based on the following:

1. The district granted permission for the study.
2. The selected junior high was picked to be part of a pilot program to introduce the series, "Self Incorporated" used in this study.
3. As an instructor for the classroom and counselor I was selected, sent to a three-day workshop and trained as a facilitator of the "Self Incorporated" series.
4. The junior high had the complete equipment needed to develop and put on a microcounseling program and it had the VTR system needed for classroom usage.
5. I have been trained as both a student and teacher/counselor to operate all of the VTR and video equipment used in a microcounseling session. In addition I have the training to put on microcounseling programs.

6. During the year of this study I was employed at the same junior high as a teacher in the language arts/social science department and as a counselor.

The junior high was located in a suburban area of the Des Moines Independent Community School District. The population of this suburban area is predominantly white and the area from which this sample was drawn was best represented as ranging from lower middle to middle class in economic factors, their work background being labor and educational/academic aspirations being middle class in nature.

#### Review of the Instruments Used

California Psychological Inventory, hereinafter referred to as the CPI, was developed and published by the Consulting Psychologists Press, Inc. The manual for the CPI was developed by Harrison G. Gough, Ph.D., Professor of Psychology and the director of the Institute of Personality Assessment and Research, University of California, Berkeley.<sup>1</sup>

All use and reproductions are done with permission by and through the Des Moines Independent Community School District. Use of testing materials, manuals, scoring keys

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<sup>1</sup>California Psychological Inventory, copyright, 1957, 1975 by Consulting Psychologists Press, Inc., Palo Alto, California. All rights reserved. No portion of this book may be reproduced in any form without permission of the publishers.

and the rights to use and reproduce information as needed was obtained and granted for the purposes of this study.

Because of the extensive length and large amount of information covering the CPI, only a brief review of the CPI will be given. This information is taken as produced in the manual for the CPI and is a direct reproduction.

## California Psychological Inventory

### Administration Scoring Interpretation

The California Psychological Inventory was created in hope of attaining two goals of personality assessment. The first goal, largely theoretical in nature, has been to use and to develop descriptive concepts which possess broad personal and social relevance. Many of the standard personality tests and assessment devices available previously have been designed for use in special settings, such as the psychiatric clinic, or have been constructed to deal with a particular problem, such as vocational choice. The present endeavor has been concerned with characteristics of personality which have a wide and pervasive applicability to human behavior, and which in addition are related to the favorable and positive aspects of personality rather than to the morbid and pathological.

The second goal for the CPI has been the practical one of devising brief, accurate, and dependable sub-scales for the identification and measurement of the variables chosen for inclusion in the inventory. A further consideration has been that the instrument be convenient and easy to use and suitable for large-scale application.

The outcome of these two lines of effort has been the creation of the California Psychological Inventory (CPI)

in its present form. The test booklet contains 480 items<sup>1</sup> (12 of these are duplicates, repeated for ease of machine scoring), and yields eighteen standard scores.

The inventory is intended primarily for use with "normal" (non-psychiatrically disturbed) subjects. Its scales are addressed to personality characteristics important for social living and social interaction, i.e., to variables that are woven into the fabric of everyday life. "Folk concepts" such as these are hypothesized to be relevant to the prediction and understanding of interpersonal behavior in any setting, culture, or circumstance. Thus, although the inventory has been found to have special utility in work with particular kinds of problems, e.g., delinquent and asocial behavior, it can also provide information of value in regard to educational, vocational, familial, and many other issues.

### The CPI Scales

The CPI includes the eighteen standard scales named below. Each scale is intended to assess one important facet of interpersonal psychology, and the total set is intended to furnish a comprehensive survey of an individual from a

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<sup>1</sup>One hundred seventy-eight of these items were taken from the Minnesota Multiphasic Personality Inventory (Minneapolis: University of Minnesota Press, 1943) and are used by permission of the University of Minnesota Press, and the Psychological Corporation, New York, New York.

social interaction or "folk concept" point of view. More specifically, each scale is designed to forecast what a person will say or do under defined conditions, and to identify individuals who will be described in characteristic ways by others who know them well or who observe their behavior in particular contexts. The scales are grouped for convenience into four broad categories, bringing together those having related implications. The underlying logic here is interpretational, not factorial, i.e., these four categories do not necessarily constitute psychometric entities.

Class I. Measures of Poise, Ascendancy, Self-Assurance, and Interpersonal Adequacy

1. Do Dominance
2. Cs Capacity for Status
3. Sy Sociability
4. Sp Social Presence
5. Sa Self-acceptance
6. Wb Sense of Well-being

Class II. Measures of Socialization, Responsibility, Intrapersonal Values, and Character

7. Re Responsibility
8. So Socialization
9. Sc Self-control
10. To Tolerance
11. Gi Good Impression
12. Cm Communalility

Class III. Measures of Achievement Potential and  
Intellectual Efficiency

- 13. Ac Achievement via Conformance
- 14. Ai Achievement via Independence
- 15. Ie Intellectual Efficiency

Class IV. Measures of Intellectual and Interest Modes

- 16. Py Psychological-mindedness
- 17. Fx Flexibility
- 18. Fe Femininity

Administration

The CPI is largely self-administering. Questions are printed in a twelve-page reusable booklet. Answers are recorded either on a specially designed hand-scorable answer sheet or on the IBM answer sheet developed for this test. Answer sheets are normally given the subjects first and they are requested to fill in names and other identifying data. When the question books have been distributed, subjects are asked to read the directions or the examiner may read them aloud.

With the machine scoring answer sheets, use of electrographic pencils is strongly recommended. For hand-scorable answer sheets, any soft lead pencil is adequate. Ease and accuracy of scoring the hand-scorable sheets is insured if subjects make X's in the squares; other marks, such as a single diagonal line, should be discouraged.

Testing time is usually about 45 minutes to one hour. If necessary, the last twenty items may be omitted since they are not scored on the present scales. Reading ability and motivation are both factors of importance. A sensible statement to the subject about the aims and purposes of the testing, and the use which will be made of the results is usually of help in winning his attention and interest.

If questions arise about the definition of a word, the examiner may answer them. Questions requesting explanation of a concept or interpretation of a test item are usually dealt with by encouraging the subject to use his own judgment. If an item seems particularly troublesome to a subject, he may be advised to leave it blank.

The inventory has been used in research testing with groups of ages 11 and 13 through ages 65 and 70. With subjects in the elementary grades and in early junior high school, some of the items are difficult and a few are without relevance. In spite of these problems, test results are in most cases meaningful and readily interpretable. With subjects of high school age and beyond, problems of this type are rarely encountered.

No rigorous conditions need be established in order to achieve valid and useful test results. The inventory has been tried under nearly every conceivable condition--formal testing sessions, informal sessions, "take-home"



plans, mail-out mail-back, and so on. Insofar as could be determined from the accuracy of the profiles obtained and from the indicators in the test of reliability and dependability, satisfactory results were the rule under every condition. The implication is that, although the inventory may be given ideally under standard supervised testing conditions, it can be used also by a counselee awaiting an interview, on a take-home plan in the testing of special research samples, or on any other reasonable basis.

#### Scoring by Hand

Scoring of the special handscoring answer sheet is a relatively straightforward clerical task. The raw score for each scale is obtained by placing a scoring template on the answer sheet, carefully lining up the register holes at the top and bottom. The X's which show through the template are counted and the total entered in the proper cell at the bottom of the answer sheet.

These scores, in turn, are easily transferred to the appropriate profile by placing it beneath the answer sheet and matching the cells at the edge of the answer sheet with the lines for each raw score near the bottom of the profile. Care should be exercised to use the side of the profile sheet appropriate to the sex of the subject. Scores should be plotted on the profile by marking the points in the columns which correspond to the raw scores for the

various scales. Except for large groups, handscoring is probably the most convenient and expeditious method.

### Computer Scoring Service

For those users who prefer fast and accurate machine scoring, particularly for larger quantities of answer sheets, the Publisher maintains computer scoring services. Special answer sheets are available and must be used. Tests are scored and duplicate plotted profiles airmailed to the user within 24 hours of receipt. (An economy service is available with a five to seven day scoring period.) For those using the CPI in research projects, various statistics can be provided on groups of tests if prior arrangements are made. Write the Publisher for a price quotation for such special services. Users should consult the Publisher's most recent test catalog for descriptions of the scoring services, instructions regarding proper answer sheets, and the latest prices and terms. If a catalog is not available, write the Publisher for information. While scoring prices are subject to change, they currently range from 50 cents to one dollar per test, depending on various factors.

Finally, for complete information on the following areas: Development of CPI scales, reliability of CPI scales, validity data for each scale, bibliography, statistical tables and suggestions for further research the securing of a CPI manual and related data, may be obtained by writing to

Consulting Psychologists Press, Inc., 577 College Avenue,  
Palo Alto, California.

### Self Incorporated

The following is a review of the base program, "Self Incorporated" which was used during the study as the focal point for all activity in group sessions. "Self Incorporated" was created, under the management of the Agency for Instructional Television, through the resources of a consortium of educational and broadcasting agencies, with assistance from Exxon Corporation. Many parts of this review are used in part or whole from the guide for "Self Incorporated" and are used with permission of the Agency for Instructional Television.<sup>1</sup>

### "Self Incorporated"

"Self Incorporated" is a series of fifteen programs and a teacher's guide, designed to stimulate classroom discussion of the critical issues and problems of early adolescence. Its objective is to instill in eleven to thirteen year olds a desire to learn skills for coping with these issues and problems.

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<sup>1</sup>Guide to Self Incorporated was designed and printed by: Metropolitan Printing Service, Inc., Bloomington, Indiana. All rights reserved. This guide, or any part thereof, may be reproduced with consent. All inquiries should be directed to AIT, Box A, Bloomington, Indiana 47401.

### Critical Issues and Problems

There are many areas that young people in the age range of eleven to thirteen could consider critical issues and problems. Those chosen as the topics of this series are:

Physiological changes, making decisions, boy-girl relationships, everyday pressures, cliques, failure and disappointment, privacy, pressure to achieve, ethnic/racial differences, systems and self, sex role identification, morality, family communications, sibling and family adversity.

Each of these is the theme of a "Self Incorporated" program. The programs and their development were handled through the resources of a consortium of forty-two educational and broadcasting agencies in the United States and Canada. The consortium was organized and managed by the Agency for Instructional Television.<sup>1</sup>

### Life Coping Skills

The "Self Incorporated" programs are not training films. They are not designed to perfect the coping skills, but rather serve to stimulate children's interest in them.

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<sup>1</sup>The Agency for Instructional Television is a non-profit American-Canadian organization established in 1973 to strengthen education through television and other technologies. Its primary function is the development of joint program projects involving state and provincial agencies. It also acquires, adapts, and distributes a wide variety of television, audio visual, and related printed materials for use as major learning resources. AIT's predecessor organization, National Instructional Television, was founded in 1962. The AIT main offices are in Bloomington, Indiana. There are regional offices in the Washington, D.C., Atlanta, Milwaukee, and San Francisco areas.

Life coping skills are ways of dealing with the problems and challenges of living, changing, and growing. A few examples of such skills are: valuing, decision making, confronting, risking, experimenting, withdrawing, denying, fantasizing, meditating.

### Using the Series

Teachers, mental health workers, counselors, and parents, among others, can make effective use of the series. A better job of using the series will be done if the adult leaders first participate in in-service training, or at least in an orientation session.

Commitment to helping young people develop as human beings is an important element in a program of this type; therefore the need for preparation and organization cannot be stressed enough. Before presenting the programs and using the guide, an adult leader should have developed an inquiring, accepting atmosphere in the group and be able to lead an exploring but comfortable discussion of the issues and skills covered by the separate programs in the "Self Incorporated" series.

In summary the series can be used by a variety of people. It should involve an in-service session, be lead by people with skills in group sessions and provide an accepting atmosphere that allows risk taking, inquiry and protects a childs' privacy.

## Program Guide

The guide includes a story summary of each program and an indication of the purpose of the lesson. There are also questions for discussion worded so that they can be read directly to the class. Questions of opinion or of value are open-ended and have no right or wrong answers.

In addition, for each program there are several suggested learning activities, selected to emphasize one or two life-coping skills. Activities may be used either before or after the program. Some stress introspection and private analysis. Others focus on group and community attitudes, providing students with a frame of reference for their personal values, feelings, and beliefs. Students should share information about themselves and their families only if they wish to do so.

## Structure

Life is complex and changing, and to outline events in an orderly sequence often distorts reality. However, some process for clear thinking and direction was necessary and the following system was used by those who planned and created "Self Incorporated."

Issues: The sequence begins with recognizing issues--changes, cliques, sexual identity, drugs, alcohol, and tobacco, to name a few. Certain skills are needed during this phase of each program. The skills needed at this level

are those of awareness, self-understanding, and understanding social situations.

The key element here is personal recognition of an issue, problem, or opportunity and of the need to deal with the given situation.

Answers: The next part of the process helps deal with the issues and answer the question, "What does this issue mean to me?" It includes gathering data in the form of facts, feelings and opinions. It involves consideration of alternatives and potential solutions, as well as outcomes and untoward effects. Several responses and actions on the part of each individual are required here to determine an individual's response or responses to an issue.

Change: The process includes three general responses, each of which requires life-coping skills:

1. Defending oneself and the status quo.
2. Seeking nurture to strengthen the self.
3. Risking change.

Each response in turn makes changes in oneself, in the issue, and in the environment. Learning takes place. Growth occurs and the life-coping process spirals on.

In each program the sequence just outlined is followed. In every step, at every stage of living, there are skills to be learned, practiced, and improved. By such an evolution, one's identity and integrity can be strengthened.

One's self can become incorporated. And that is what the series is all about.

### Treatment of the Data

All data pertaining to the Developmental Effects of Microcounseling in a Programmed Counseling Series Study were obtained from the administration of the California Psychological Inventory.

The California Psychological Inventory was administered on a pre- and post-test basis.

The program construct followed this basic format:

1. All students involved in the three groups (Experimental Group, Control Group I and Control Group II) were explained, the complete study, their part in the study, how the study would be used and finally asked if they wished to be part of this complete program. Students that didn't wish to take part or whose parents didn't wish them to take part, were excused from the study. Arrangements were made for them to be with a teacher of the same subject area. As it turned out there were four such students.
2. Students in the Experimental Group were given time to become comfortable with the equipment involved in the microcounseling process. They were allowed to work with, operate and learn to use the same equipment.



3. Following the orientation the pre-test was administered by me and one teacher aide. All instructions as outlined by the CPI were followed and the hand scoring method was used to score both the pre- and post-test. For results of this tabulation refer to tables one, two, three and four in Chapter 4.
4. Each week a systematic program was followed for the Experimental Group and Control Group I following the "Self Incorporated" series guide.
5. For both groups each of the fifteen programs were viewed and followed by discussion based on the questions provided with the series. This constituted one day's operation, followed the second day by a review of about fifteen minutes.
6. The Experimental Group of course had the micro-counseling phase. Their review involved the critique of their tape and the program. For the Control I, their review was based on the program, thus structuring the main difference of the study.
7. Each program of the "Self Incorporated" series, and each phase of the study was handled in like manner for the completion of all fifteen of the "Self Incorporated" programs.
8. The post-test concluded the final phase for the students. This involved the post-test and a debriefing session to let the students know where

they had been and what they had done. This was done so they had the feeling in their minds of a beginning and end.

All students did receive feedback on the results of the study, but not individual results for this was not the design or intent of this study.

### Analysis of the Data

The examination of the literature related to this study suggested to the investigator the possibility of an expanded use of the microcounseling process and the maximum benefit of the series "Self Incorporated." With this thought in mind the investigator for purposes of this study stated the following null hypothesis: there will be no differences in the mean values on each of the eighteen psychological characteristics, as measured by the California Psychological Inventory, between those who have had micro-counseling and "Self Incorporated," those who have had "Self Incorporated" only, and those who have received no treatment at all.

The California Psychological Inventory as stated assessed each student on the following eighteen factors: dominance, capacity for status, sociability, social presence, self-acceptance, sense of well-being, responsibility, socialization, self-control, tolerance, good impression, communality, intellectual efficiency, psychological mindedness,

flexibility, and femininity.

Using the CPI as the instrument for this study the following sequence took place as the process for analysis of the data. First, the CPI was administered on both a pre- and post-test basis. The objective was to measure the eighteen areas of the CPI and obtain a raw score for each scale. For results see tables one, two, three and four in Chapter 4. Second, using the Hewlett Packard Basic T-test,<sup>1</sup> A401-36170A, calculation of the mean and standard deviation for each of the samples were made. The related T-test used is for paired observations; for results see Chapter 4, Presentation of the Data, and tables five, six and seven, therein.

Third, any of the scales that showed pre-post gains were subjected to further analysis using the F-test to determine homogeneity of variance. The analysis of variance was used on six of the eighteen. The following five scales: sense of well-being, socialization, communality, intellectual efficiency, and flexibility; because they indicated a statistically significant gain at the ( $p_{.05}$ ) level, and the good impression scale because of a statistically significant gain at the ( $p_{.01}$ ) level.

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<sup>1</sup>Data processing for this study was completed with the cooperation and guidance of the testing and evaluation department of the State of Iowa, Educational Division known as Department of Pupil Instruction.

The analysis of variance involved the comparison of scales by their study groups in the following manner: Experimental vs. Control Group I, Experimental vs. Control Group II and Control Group I vs. Control Group II. The F-test was conducted on data in both the pre- and post-test phases of the study. Results of the analysis of variance are shown in Chapter 4, on tables eight through thirteen.

Fourth and finally, the data outlined in step three was submitted to further testing to ascertain if those scales representing small gains show a true difference, or if the representations are just rare chance occurrence. This was done using independent and pooled T-test and obtaining a T-statistic. For this information refer to the same tables as listed for the F-test.

### Summary

The investigation was designed to explore the degree to which a microcounseling process adapted to a national classroom series, "Self Incorporated" influenced the cognition and retention of selected life coping skills.

Three junior high school classes from a predominantly white lower-middle to middle class neighborhood were involved in this study that started with ninety-five students and ended with eighty-four.

The total study lasted seventeen weeks and based its operation on a weekly basis on the television series, "Self

Incorporated" that was designed to stimulate discussion of critical issues and problems of early adolescence; and foster the development of life coping skills.

For collection of data the California Psychological Inventory was used and administered on a pre- and post-test operation, with all data subjected to a paired T-test and scales from the CPI showing statistically significant gains being subjected to pre- and post-test analysis of variance using the F-test, and T-statistic.

## Chapter 4

### PRESENTATION OF THE DATA

This chapter will consist of the presentation of the data with respect to the three groups being examined and the researcher's analysis of that data.

#### Report of the Findings

##### Control Group II

Pre- and post-testing of the control group shows that no statistically significant ( $p \geq .05$ ) gains (those that could be attributed to factors other than chance at the stated probability level) were manifest at the end of the experimental period (post-test date).

##### Control Group I

Pre- and post-testing of the control group which received the standard exposure to the "Self Incorporated" series treatment indicated a statistically significant ( $p \geq .05$ ) gain of 1.35 points and 1.14 points on the IE scale and FX scale, respectively. This identifies the need to submit these two gains to further analysis to determine if the gains were indeed due to a condition of the "Self Incorporated" exposure, or if they were due to other variables operating upon the group during the experimental period.

Experimental Group

Pre- and post-testing of the experimental group which received the standard exposure to the "Self Incorporated" series treatment and in addition received the "A-V feedback" treatment indicated a statistically significant ( $p \geq .05$ ) gain of 1.57 points, 2 points, 1.89 points, and 1.03 points on the WB scale, SO scale, IE scale, and FX scale, respectively. Also, a statistically significant ( $p \geq .01$ ) gain of 3.85 points was made by this group on the GI scale. This identifies the need to submit these six gains to further analysis to determine if the gains were indeed due to the conditions of treatment imposed during the pre-post-test period, or if they were due to other variables operating upon the group during the same period of time.

Further analysis of those scales showing pre-post gains to determine if gains noted could logically be attributed to the treatments imposed upon the groups.  
(Pooled or independent T-tests utilized, dependent upon F-test performed between compared groups to determine homogeneity of variance)

To determine if the gains noted on the IE and FX scales of control group I, and if the gains noted on the WB, SO, CM, IE, FX, and GI scales of the experimental group were due to respective treatments or other operant conditions within each group, post-test scores of each group were

compared to the respective post-test scores of control group II, which received neither of the treatments received by the other two groups. Given random selection of subjects to each of the three groups, and no difference in pre-test scores on the aforesaid scales, a significant difference between post-test scores favoring either of the treatment groups (control group I and the experimental group) could lead to reasonable conclusions concerning treatment efficacy with regard to the response characteristics measured by the testing instrument scales.

What do the findings show:

1. Did the treatment ("Self Incorporated" series exposure) afforded the subjects in control group I cause the gain of 1.35 points noted on the group's mean post-test response to scale IE?

Comparison of the control group I and control group II mean pre-test responses to the scale IE shows a significant ( $p \geq .01$ ) difference of 6.82 points favoring control group I.

Comparison of the mean post-test responses of these two groups to this scale shows no statistically significant difference.

Therefore, the pre-post-test gain noted between the mean responses of the individuals in control group I cannot be reasonably attributed to the treatment afforded to that group since an even



greater gain was noted in the control group which did not receive such treatment and both groups showed no statistical significant difference in their post-test responses to this scale.

2. Did the treatment ("Self Incorporated" series exposure) afforded the subjects in control group I cause the gain of 1.14 points noted on the group's mean post-test response to scale FX?

Comparison on the control group I and control group II mean pre-test responses to scale FX shows no statistically significant ( $p \geq .05$ ) difference.

Comparison of the mean post-test responses of these two groups to this scale shows no statistically significant ( $p \geq .05$ ) difference.

Therefore, the pre-post-test gain noted between the mean responses to the FX scale of individuals in control group I cannot be reasonably attributed to the treatment afforded to that group.

3. Did the treatment ("Self Incorporated" series exposure and the "A-V feedback") afforded to the subjects in the experimental group cause the gain of 1.57 points noted on the group's mean post-test response to scale WB?

Comparison of the experimental group and control group II mean pre-test responses to scale WB shows no statistically significant ( $p \geq .05$ ) difference.

Comparison of the mean post-test responses of these two groups to this scale shows no statistically significant difference ( $p \geq .05$ ).

Therefore, the pre-post-test gain noted between the mean responses to the WB scale of individuals in the experimental group cannot be reasonably attributed to the "treatments" afforded that group.

4. Did the "treatments" (as noted earlier) afforded to the subjects in the experimental group cause the gain of two points noted on the group's mean post-test response to scale S0?

Comparison of the experimental group and control group II mean pre-test responses to scale S0 shows no statistically significant ( $p \geq .05$ ) difference.

Comparison of the mean post-test responses of these two groups to this scale shows no statistically significant ( $p \geq .05$ ) difference.

Therefore, the pre-post-test gain noted between the mean responses for the S0 scale of individuals in the experimental group cannot be reasonably attributed to the "treatments" afforded that group.

5. Did the "treatments" afforded to the subjects in the experimental group cause the gain of 2.21 points noted on the group's mean post-test response

to scale CM?

Comparison of the experimental group and control group II mean pre-test responses to scale CM shows no statistically significant ( $p \geq .05$ ) difference.

Comparison of the mean post-test responses of these two groups to this scale shows a statistically significant ( $p \geq .05$ ) mean gain of 2 points favoring the experimental group.

Therefore, we can say for the time being, pending further analysis, that there appears to be reason to believe that the "treatments" afforded to the experimental group were responsible for a mean gain of 2 points in their post-test responses on the CM scale.

6. Did the "treatments" afforded to the subjects in the experimental group cause the gain of 1.89 points noted on the group's mean post-test response to scale IE?

Comparison of the experimental group and control group II mean pre-test response to scale IE shows a statistically significant ( $p \geq .01$ ) difference of 6.36 points in favor of the experimental group.

Comparison of the mean post-test responses of these two groups to this scale shows no statistically significant ( $p \geq .05$ ) difference.

Therefore, the pre-post-test gain noted between the mean responses to the IE scale of individuals in the experimental group cannot be reasonably attributed to the "treatments" afforded that group.

7. Did the "treatments" afforded to the subjects in the experimental group cause the gain of 1.03 points noted on the group's mean post-test response to scale FX?

Comparison of the experimental group and control group II mean pre-test responses to scale FX shows no statistically significant ( $p \geq .05$ ) difference.

Comparison of the post-test mean responses of these two groups to this scale shows no statistically significant ( $p \geq .05$ ) difference.

Therefore, the pre-post-test gain noted between the mean responses for the FX scale by individuals in the experimental group cannot be reasonably attributed to the "treatments" afforded that group.

8. Did the "treatments" afforded to the subjects in the experimental group cause the gain of the 3.85 points noted on the group's mean post-test response to scale GI?

Comparison of the experimental and control

group II mean pre-test response to scale GI shows no statistically significant ( $p \geq .05$ ) difference.

Comparison of the mean post-test responses of these two groups to this scale shows no statistically significant ( $p \geq .05$ ) difference.

Therefore, the pre-post-test gain noted between the mean responses for the GI scale of individuals in the experimental group cannot be reasonably attributed to the "treatments" afforded that group.

9. Was the statistically significant gain of 2.21 points made on the CM scale by the subjects in the experimental group due to the "Self Incorporated" series exposure treatment, or to the "A-V feedback" treatment, or to both treatments?

If the gain was due to the "A-V feedback" treatment only, it would be logical to expect the experimental group to have significantly gained over the control group I and control group II subjects.

This was not the case. Neither pre- nor post-test mean differences were noted between the experimental group and control group I, in response to scale CM.

If the gain was due to the "Self Incorporated" series exposure treatment only, it would be logical

to expect the control group I mean response to the CM scale to be significantly higher than that of control group II. This was not the case. Neither pre- nor post-test mean differences were noted between control group I and control group II in response to the CM scale.

If both treatments (the exposure to the "Self Incorporated series and the exposure to the "A-V feedback") were necessary to effect the noted gain as measured on the CM scale, it would be logical to expect no difference in post-test responses between the experimental group and control group I, and no differences in post-test responses between control group I and control group II. The only difference to be expected would be one between the experimental group and control group II: this indeed was the case. Therefore, pending further analysis, should the gain reported in (5) above be verified, it logically may be attributed to the effects of both treatments upon the group, rather than as a result of one or the other.

Verification of statistically significant ( $p \geq .05$ )  
2 point gain made by the experimental group on the CM scale.  
(Independent and pooled T-test)

Considering the small magnitude of increased mean gain made by the experimental group on the CM scale, it

seems justifiable to submit the data obtained to further test to ascertain if the small gain is a true difference, or if the statistical significance obtained represents a rare chance occurrence which is a possibility when testing statistical significance between means at the  $p \geq .05$  level. In submitting the data to further analysis, the mean gain scores (post-test minus pre-test) of the subjects in the experimental group were compared to the mean gain scores of the subjects in control group II using the T-test.

What do the findings show:

The mean gain score of 2.3214 points of the experimental group, when compared to the mean gain score of -.214 points of control group II, yielded a T statistic of 2.407 at 49 degrees of freedom which was significant beyond the  $p \geq .01$  level. (When using the pooled T-test, a T statistic of 2.407 at 54 degrees of freedom was derived which also indicated statistical significance beyond the  $p \geq .01$  level.)

Thus, in conclusion, we can reasonably accept that the gain of 2 points made by the experimental group on the CM scale, although small, was due to that group's exposure to both the "Self Incorporated" series and the "A-V feedback" treatments. However, one cannot safely assume that the pre-post-test gains made on the IE and FX scales by the subjects in control group I, or the pre-post-test gains made on the WB, SO, IE, FX, and GI scales by subjects in the

experimental group, were attributable to the respective experimental treatments to which the two groups were exposed.

For reference to data presented, tables are arranged in the following order:

#### Tables

##### Pre- and Post-Test Scores from CPI:

- Table 1. Experimental Group
- Table 2. Control Group I
- Table 3. Control Group II
- Table 4. Pre- and Post-Test Totals

##### Hewlett Packard Basic T-test:

- Table 5. Experimental Group
- Table 6. Control Group I
- Table 7. Control Group II

##### F-test of Variance Post-test and T-statistic:

- Table 8. Experimental Group vs. Control Group I
- Table 9. Experimental Group vs. Control Group II
- Table 10. Control Group I vs. Control Group II

##### F-test of Variance Post-test and T-statistic:

- Table 11. Experimental Group vs. Control Group I
- Table 12. Experimental Group vs. Control Group II
- Table 13. Control Group I vs. Control Group II



### Summary

It would be of value to conduct an analysis of variance test for each scale using the groups as one source, and the testing time as another to discover the presence of any significant differences. A Scheffe test could then be used to identify the source of the difference should one be found. This procedure would reduce the danger of finding significant differences between means as a result of the use of repeated T-tests.

Considering the findings reported above, however, since no significant difference was found on 17 of the 18 scales, and only one of small magnitude on the CM scale, it is doubtful if the use of the ANOVA procedure could have lent more purposiveness to the T-test treatments performed. The experiment points to the obvious conclusion that the treatments afforded to the experimental group and to the control group did not cause any meaningful changes in the way the subjects in those groups responded as noted from a comparison to responses of subjects who received neither treatment.

Table 1

## California Psychological Inventory Pre and Post Test Results by Scales for Experimental Group

|           | Do | Cs | Sy | Sp | Sa | Wb | Re | So | Sc | To | Gi | Cm | Ac | Ai | Le | Py | Fx | Fe |
|-----------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Adams     | 28 | 15 | 27 | 34 | 17 | 29 | 18 | 35 | 28 | 14 | 22 | 18 | 25 | 11 | 25 | 13 | 8  | 15 |
|           | 23 | 14 | 24 | 33 | 26 | 23 | 28 | 37 | 20 | 10 | 16 | 24 | 23 | 6  | 33 | 5  | 3  | 20 |
| Aldridge  | 16 | 13 | 15 | 28 | 13 | 26 | 27 | 38 | 27 | 18 | 6  | 25 | 20 | 19 | 35 | 12 | 11 | 19 |
|           | 18 | 18 | 14 | 26 | 16 | 30 | 18 | 44 | 29 | 18 | 12 | 24 | 19 | 17 | 35 | 12 | 13 | 19 |
| Byrd      | 15 | 13 | 10 | 20 | 17 | 17 | 18 | 30 | 21 | 9  | 10 | 18 | 16 | 11 | 21 | 10 | 7  | 18 |
|           | 19 | 14 | 17 | 34 | 25 | 24 | 12 | 28 | 16 | 13 | 10 | 16 | 19 | 16 | 26 | 15 | 10 | 16 |
| Chandler  | 27 | 17 | 22 | 35 | 21 | 29 | 25 | 33 | 12 | 14 | 6  | 28 | 20 | 10 | 25 | 7  | 10 | 24 |
|           | 23 | 12 | 23 | 28 | 16 | 24 | 19 | 24 | 22 | 15 | 16 | 15 | 15 | 15 | 29 | 12 | 10 | 18 |
| Dawson    | 21 | 11 | 17 | 32 | 18 | 16 | 20 | 24 | 18 | 6  | 4  | 21 | 14 | 13 | 22 | 9  | 10 | 21 |
|           | 20 | 12 | 17 | 37 | 19 | 20 | 15 | 23 | 12 | 6  | 6  | 26 | 11 | 13 | 21 | 4  | 13 | 22 |
| Duede     | 20 | 13 | 17 | 39 | 19 | 26 | 17 | 30 | 10 | 7  | 5  | 25 | 21 | 7  | 22 | 5  | 4  | 16 |
|           | 19 | 9  | 16 | 32 | 18 | 29 | 25 | 39 | 17 | 11 | 9  | 27 | 19 | 13 | 23 | 8  | 12 | 15 |
| Eveland   | 23 | 12 | 21 | 34 | 19 | 33 | 27 | 41 | 27 | 17 | 12 | 29 | 27 | 18 | 28 | 6  | 8  | 24 |
|           | 24 | 14 | 19 | 38 | 19 | 29 | 21 | 44 | 23 | 20 | 4  | 27 | 22 | 15 | 34 | 7  | 7  | 23 |
| Gabriel   | 15 | 15 | 18 | 40 | 18 | 40 | 24 | 40 | 33 | 18 | 14 | 27 | 25 | 20 | 38 | 12 | 12 | 15 |
|           | 21 | 17 | 19 | 40 | 17 | 41 | 21 | 37 | 29 | 26 | 11 | 27 | 23 | 23 | 40 | 15 | 14 | 14 |
| Gibbs     | 26 | 19 | 27 | 45 | 24 | 31 | 19 | 35 | 15 | 13 | 7  | 26 | 18 | 10 | 34 | 13 | 15 | 19 |
|           | 26 | 20 | 29 | 42 | 24 | 34 | 23 | 41 | 16 | 31 | 10 | 27 | 20 | 12 | 43 | 10 | 15 | 17 |
| Hayes     | 24 | 13 | 25 | 44 | 23 | 28 | 14 | 31 | 11 | 14 | 5  | 22 | 17 | 13 | 34 | 13 | 7  | 14 |
|           | 29 | 19 | 23 | 41 | 20 | 29 | 20 | 33 | 13 | 17 | 5  | 28 | 16 | 12 | 35 | 12 | 7  | 9  |
| Henderson | 33 | 17 | 22 | 29 | 18 | 33 | 32 | 37 | 18 | 16 | 13 | 27 | 25 | 13 | 38 | 10 | 9  | 11 |
|           | 30 | 11 | 22 | 31 | 17 | 34 | 28 | 36 | 14 | 16 | 9  | 27 | 24 | 17 | 37 | 7  | 9  | 12 |
| Hildreth  | 19 | 17 | 23 | 40 | 21 | 37 | 22 | 33 | 25 | 22 | 17 | 22 | 18 | 20 | 38 | 14 | 17 | 22 |
|           | 16 | 15 | 21 | 37 | 23 | 30 | 18 | 30 | 21 | 19 | 15 | 22 | 16 | 21 | 35 | 12 | 17 | 22 |
| Hunt      | 17 | 13 | 18 | 32 | 18 | 27 | 14 | 18 | 14 | 10 | 8  | 16 | 15 | 11 | 29 | 9  | 11 | 9  |
|           | 15 | 12 | 8  | 36 | 12 | 27 | 14 | 25 | 13 | 15 | 4  | 23 | 9  | 12 | 20 | 8  | 12 | 15 |
| Kissell   | 30 | 15 | 25 | 36 | 28 | 19 | 23 | 33 | 10 | 13 | 6  | 25 | 19 | 10 | 27 | 7  | 12 | 22 |
|           | 31 | 16 | 28 | 42 | 27 | 24 | 24 | 32 | 9  | 9  | 5  | 26 | 23 | 13 | 34 | 10 | 10 | 20 |

Table 1 (continued)

|          | Do | Cs | Sy | Sp | Sa | Wb | Re | So | Sc | To | Gi | Cm | Ac | Ai | Le | Fy | Fx | Fe |
|----------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| McKern   | 18 | 16 | 19 | 35 | 23 | 26 | 19 | 27 | 18 | 13 | 10 | 18 | 17 | 11 | 26 | 14 | 8  | 16 |
|          | 29 | 15 | 27 | 37 | 21 | 33 | 27 | 36 | 24 | 15 | 12 | 26 | 24 | 13 | 32 | 10 | 9  | 17 |
| Miles    | 27 | 11 | 27 | 39 | 27 | 26 | 19 | 29 | 11 | 14 | 9  | 22 | 18 | 18 | 32 | 7  | 11 | 14 |
|          | 30 | 15 | 27 | 42 | 28 | 30 | 23 | 31 | 15 | 17 | 10 | 25 | 16 | 13 | 28 | 13 | 11 | 17 |
| Mosell   | 14 | 11 | 18 | 33 | 15 | 28 | 20 | 38 | 26 | 13 | 8  | 23 | 20 | 18 | 32 | 12 | 8  | 20 |
|          | 15 | 13 | 18 | 27 | 11 | 27 | 25 | 39 | 21 | 12 | 9  | 26 | 16 | 14 | 31 | 4  | 11 | 22 |
| Nation   | 18 | 13 | 16 | 29 | 11 | 34 | 22 | 36 | 25 | 16 | 11 | 24 | 20 | 15 | 31 | 12 | 11 | 25 |
|          | 25 | 15 | 24 | 29 | 19 | 30 | 29 | 38 | 34 | 30 | 22 | 23 | 22 | 19 | 35 | 11 | 10 | 26 |
| Osborn   | 19 | 8  | 16 | 30 | 16 | 22 | 11 | 24 | 18 | 11 | 12 | 23 | 7  | 9  | 29 | 7  | 10 | 22 |
|          | 22 | 9  | 18 | 36 | 18 | 22 | 9  | 28 | 18 | 9  | 11 | 18 | 9  | 12 | 31 | 3  | 13 | 24 |
| Patten   | 22 | 11 | 22 | 32 | 20 | 27 | 22 | 32 | 22 | 13 | 11 | 27 | 21 | 17 | 29 | 10 | 10 | 23 |
|          | 22 | 17 | 27 | 41 | 22 | 29 | 24 | 30 | 20 | 11 | 10 | 28 | 24 | 13 | 30 | 11 | 7  | 23 |
| Pierce   | 32 | 19 | 27 | 36 | 21 | 29 | 26 | 40 | 20 | 12 | 16 | 26 | 24 | 15 | 32 | 10 | 6  | 19 |
|          | 28 | 21 | 23 | 38 | 24 | 28 | 29 | 37 | 23 | 14 | 17 | 27 | 27 | 12 | 31 | 10 | 9  | 26 |
| Price    | 12 | 14 | 21 | 31 | 18 | 23 | 14 | 20 | 13 | 12 | 9  | 20 | 16 | 16 | 24 | 7  | 13 | 20 |
|          | 21 | 15 | 25 | 34 | 23 | 20 | 17 | 19 | 8  | 9  | 6  | 19 | 8  | 14 | 30 | 7  | 19 | 19 |
| Robinson | 15 | 9  | 11 | 26 | 10 | 32 | 21 | 37 | 28 | 13 | 14 | 19 | 20 | 18 | 25 | 14 | 8  | 24 |
|          | 18 | 11 | 16 | 35 | 13 | 33 | 22 | 42 | 41 | 12 | 23 | 24 | 27 | 16 | 31 | 10 | 10 | 21 |
| Roerig   | 19 | 11 | 17 | 37 | 21 | 15 | 11 | 25 | 10 | 10 | 1  | 16 | 12 | 15 | 27 | 9  | 12 | 11 |
|          | 21 | 11 | 14 | 32 | 17 | 31 | 15 | 24 | 8  | 10 | 1  | 27 | 11 | 9  | 22 | 5  | 13 | 14 |
| Smull    | 22 | 14 | 18 | 31 | 18 | 24 | 21 | 36 | 22 | 16 | 12 | 14 | 19 | 17 | 29 | 7  | 9  | 24 |
|          | 16 | 11 | 19 | 32 | 16 | 31 | 20 | 39 | 21 | 12 | 10 | 24 | 17 | 12 | 29 | 7  | 9  | 21 |
| Snider   | 18 | 15 | 17 | 38 | 18 | 38 | 23 | 40 | 31 | 18 | 14 | 25 | 22 | 20 | 35 | 11 | 8  | 14 |
|          | 15 | 13 | 16 | 38 | 22 | 38 | 25 | 40 | 29 | 17 | 9  | 26 | 21 | 19 | 38 | 10 | 14 | 15 |
| Soda     | 25 | 21 | 28 | 39 | 18 | 38 | 25 | 40 | 33 | 19 | 26 | 24 | 28 | 16 | 35 | 17 | 6  | 23 |
|          | 26 | 20 | 27 | 35 | 25 | 38 | 28 | 40 | 29 | 18 | 18 | 27 | 26 | 19 | 38 | 11 | 8  | 24 |
| Thomas   | 15 | 9  | 17 | 33 | 15 | 30 | 17 | 28 | 23 | 14 | 11 | 15 | 21 | 18 | 27 | 12 | 11 | 13 |
|          | 21 | 8  | 19 | 30 | 19 | 36 | 20 | 40 | 34 | 17 | 14 | 28 | 24 | 19 | 33 | 6  | 6  | 13 |

Table 1 (continued)

|           | Do  | Cs  | Sy  | Sp  | Sa  | Wb  | Re  | So  | Sc  | To  | Gi  | Cm  | Ac  | Ai  | Le  | Fy  | Fx  | Fe  |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Pre-Test  | 590 | 385 | 561 | 957 | 525 | 783 | 571 | 910 | 569 | 385 | 309 | 625 | 545 | 419 | 839 | 289 | 272 | 527 |
| Post-Test | 623 | 397 | 585 | 983 | 557 | 824 | 611 | 956 | 579 | 409 | 304 | 687 | 531 | 409 | 882 | 255 | 301 | 524 |
|           | +   | +   | +   | +   | +   | +   | +   | +   | +   | +   | -   | +   | -   | -   | +   | -   | +   | -   |
| 12 - B    | 33  | 12  | 24  | 26  | 32  | 41  | 40  | 46  | 10  | 24  |     | 62  |     |     | 43  |     | 29  |     |
| 16 - G    |     |     |     |     |     |     |     |     |     |     | -5  |     | -14 | -10 |     | -34 |     | -3  |

Table 2

## California Psychological Inventory Pre and Post Test Results by Scales for Control Group I

|             | Do | Cs | Sy | Sp | Sa | Wb | Re | So | Sc | To | Gi | Cm | Ac | Ai | Le | Py | Fx | Fe |
|-------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Bates       | 26 | 13 | 21 | 37 | 17 | 26 | 25 | 33 | 23 | 13 | 12 | 21 | 23 | 14 | 28 | 11 | 8  | 15 |
|             | 22 | 13 | 13 | 31 | 15 | 21 | 20 | 31 | 18 | 9  | 10 | 23 | 18 | 11 | 28 | 12 | 7  | 16 |
| Conrath     | 24 | 11 | 23 | 39 | 18 | 24 | 16 | 31 | 11 | 12 | 6  | 23 | 15 | 10 | 33 | 12 | 14 | 13 |
|             | 31 | 16 | 18 | 33 | 20 | 21 | 20 | 36 | 8  | 12 | 7  | 28 | 13 | 11 | 32 | 12 | 14 | 13 |
| Craig       | 28 | 13 | 23 | 34 | 19 | 29 | 27 | 36 | 22 | 14 | 7  | 26 | 15 | 11 | 32 | 7  | 7  | 15 |
|             | 19 | 12 | 16 | 34 | 20 | 34 | 25 | 39 | 31 | 20 | 12 | 26 | 21 | 16 | 25 | 10 | 13 | 21 |
| Downs       | 20 | 13 | 22 | 26 | 21 | 29 | 18 | 27 | 22 | 18 | 17 | 17 | 17 | 15 | 25 | 8  | 12 | 13 |
|             | 20 | 19 | 13 | 32 | 13 | 26 | 16 | 28 | 25 | 18 | 19 | 15 | 20 | 17 | 30 | 13 | 12 | 17 |
| Elgin       | 29 | 14 | 24 | 35 | 20 | 29 | 27 | 47 | 24 | 22 | 11 | 27 | 24 | 17 | 35 | 8  | 4  | 20 |
|             | 29 | 17 | 26 | 38 | 22 | 31 | 29 | 45 | 25 | 20 | 14 | 28 | 28 | 19 | 37 | 12 | 8  | 20 |
| Halter      | 31 | 13 | 24 | 36 | 27 | 26 | 21 | 37 | 9  | 8  | 6  | 26 | 22 | 11 | 32 | 7  | 9  | 20 |
|             | 27 | 13 | 23 | 40 | 25 | 29 | 18 | 32 | 9  | 17 | 6  | 27 | 20 | 13 | 29 | 7  | 8  | 21 |
| Hiatt       | 22 | 17 | 17 | 31 | 22 | 19 | 21 | 25 | 14 | 11 | 16 | 12 | 13 | 7  | 27 | 12 | 12 | 14 |
|             | 19 | 9  | 18 | 32 | 18 | 20 | 10 | 23 | 14 | 8  | 12 | 22 | 15 | 9  | 20 | 8  | 11 | 11 |
| Hohenshell  | 23 | 12 | 19 | 31 | 13 | 29 | 28 | 40 | 30 | 19 | 13 | 24 | 29 | 19 | 32 | 10 | 8  | 15 |
|             | 25 | 14 | 21 | 37 | 19 | 35 | 30 | 45 | 36 | 22 | 19 | 28 | 30 | 23 | 38 | 11 | 11 | 16 |
| Kelding     | 22 | 14 | 17 | 29 | 18 | 21 | 18 | 26 | 11 | 6  | 11 | 17 | 19 | 9  | 25 | 8  | 8  | 16 |
|             | 21 | 13 | 18 | 30 | 17 | 22 | 20 | 29 | 22 | 15 | 13 | 16 | 18 | 14 | 27 | 11 | 12 | 18 |
| Kennedy     | 29 | 16 | 30 | 44 | 26 | 34 | 18 | 32 | 13 | 12 | 10 | 22 | 20 | 13 | 32 | 13 | 5  | 14 |
|             | 30 | 16 | 33 | 45 | 27 | 30 | 20 | 26 | 5  | 9  | 15 | 23 | 17 | 9  | 30 | 11 | 13 | 13 |
| Klimowski   | 26 | 18 | 21 | 38 | 19 | 36 | 28 | 34 | 34 | 28 | 15 | 25 | 28 | 19 | 36 | 12 | 13 | 17 |
|             | 22 | 15 | 20 | 38 | 20 | 33 | 23 | 32 | 23 | 18 | 13 | 24 | 20 | 18 | 40 | 9  | 8  | 12 |
| Labuschagne | 41 | 22 | 30 | 44 | 27 | 37 | 30 | 39 | 25 | 25 | 16 | 28 | 28 | 22 | 40 | 13 | 14 | 23 |
|             | 37 | 21 | 27 | 37 | 23 | 39 | 33 | 40 | 36 | 27 | 19 | 26 | 33 | 23 | 43 | 14 | 12 | 23 |
| Lewis       | 20 | 11 | 13 | 29 | 21 | 25 | 25 | 31 | 19 | 14 | 5  | 27 | 16 | 14 | 23 | 5  | 6  | 16 |
|             | 18 | 10 | 19 | 34 | 21 | 35 | 23 | 39 | 12 | 13 | 5  | 27 | 14 | 12 | 24 | 5  | 6  | 14 |
| Mayo        | 27 | 19 | 20 | 40 | 24 | 31 | 18 | 26 | 8  | 13 | 6  | 25 | 11 | 12 | 26 | 7  | 9  | 17 |
|             | 19 | 14 | 23 | 39 | 22 | 27 | 12 | 29 | 8  | 14 | 6  | 21 | 13 | 8  | 30 | 5  | 8  | 20 |

Table 2 (continued)

|          | Do | Cs | Sy | Sp | Sa | Wb | Re | So | Sc | To | Gi | Cm | Ac | Ai | Le | Py | Fx | Fe |
|----------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Norton   | 28 | 16 | 22 | 33 | 24 | 30 | 24 | 35 | 20 | 13 | 14 | 20 | 22 | 16 | 24 | 12 | 11 | 23 |
|          | 29 | 14 | 26 | 42 | 25 | 29 | 19 | 30 | 17 | 11 | 8  | 23 | 22 | 10 | 34 | 9  | 10 | 22 |
| Pace     | 25 | 16 | 27 | 38 | 20 | 26 | 23 | 30 | 15 | 16 | 6  | 25 | 21 | 16 | 35 | 8  | 15 | 18 |
|          | 23 | 16 | 25 | 38 | 28 | 29 | 21 | 34 | 9  | 15 | 6  | 21 | 18 | 18 | 36 | 6  | 13 | 22 |
| Rist     | 25 | 17 | 26 | 41 | 19 | 29 | 19 | 37 | 18 | 13 | 11 | 23 | 23 | 12 | 31 | 10 | 12 | 25 |
|          | 26 | 15 | 25 | 41 | 25 | 23 | 18 | 35 | 11 | 14 | 6  | 25 | 22 | 13 | 34 | 9  | 15 | 24 |
| Russell  | 16 | 13 | 14 | 26 | 23 | 31 | 19 | 32 | 27 | 13 | 11 | 23 | 19 | 19 | 26 | 16 | 7  | 14 |
|          | 18 | 7  | 12 | 26 | 18 | 28 | 16 | 28 | 29 | 15 | 7  | 23 | 13 | 18 | 25 | 14 | 10 | 13 |
| Seid     | 27 | 19 | 23 | 32 | 20 | 36 | 26 | 46 | 29 | 22 | 20 | 28 | 28 | 16 | 32 | 8  | 6  | 20 |
|          | 30 | 15 | 24 | 36 | 24 | 42 | 30 | 46 | 28 | 20 | 18 | 27 | 29 | 12 | 36 | 12 | 7  | 21 |
| Selby    | 17 | 13 | 15 | 38 | 18 | 32 | 24 | 34 | 18 | 9  | 5  | 25 | 22 | 16 | 27 | 10 | 7  | 25 |
|          | 19 | 13 | 20 | 34 | 20 | 25 | 23 | 36 | 14 | 13 | 5  | 28 | 23 | 13 | 26 | 5  | 5  | 27 |
| Shelton  | 20 | 12 | 16 | 30 | 19 | 30 | 22 | 39 | 29 | 13 | 12 | 26 | 25 | 11 | 29 | 7  | 6  | 26 |
|          | 15 | 10 | 15 | 35 | 20 | 36 | 23 | 43 | 23 | 14 | 11 | 27 | 25 | 13 | 29 | 8  | 14 | 28 |
| Skidmore | 17 | 14 | 15 | 31 | 13 | 25 | 22 | 40 | 22 | 12 | 9  | 26 | 21 | 9  | 18 | 6  | 5  | 26 |
|          | 19 | 12 | 21 | 30 | 15 | 31 | 25 | 39 | 25 | 14 | 13 | 27 | 18 | 9  | 26 | 7  | 7  | 27 |
| Smith    | 22 | 16 | 23 | 43 | 23 | 26 | 15 | 31 | 15 | 14 | 11 | 26 | 18 | 12 | 26 | 11 | 10 | 16 |
|          | 22 | 17 | 24 | 39 | 21 | 23 | 18 | 27 | 14 | 14 | 7  | 21 | 16 | 16 | 28 | 11 | 15 | 21 |
| Stapes   | 23 | 14 | 22 | 36 | 15 | 32 | 30 | 42 | 23 | 16 | 9  | 26 | 27 | 15 | 35 | 11 | 12 | 26 |
|          | 19 | 16 | 26 | 35 | 14 | 38 | 27 | 42 | 31 | 17 | 11 | 28 | 26 | 22 | 39 | 9  | 11 | 25 |
| Taylor   | 21 | 21 | 15 | 30 | 18 | 17 | 19 | 27 | 30 | 18 | 17 | 9  | 20 | 20 | 26 | 14 | 15 | 19 |
|          | 21 | 16 | 16 | 30 | 16 | 19 | 16 | 28 | 25 | 17 | 14 | 18 | 17 | 13 | 26 | 10 | 16 | 17 |
| Wears    | 23 | 12 | 24 | 38 | 21 | 24 | 25 | 32 | 17 | 17 | 6  | 27 | 23 | 13 | 30 | 7  | 15 | 21 |
|          | 22 | 16 | 29 | 36 | 22 | 29 | 22 | 30 | 16 | 11 | 13 | 28 | 21 | 11 | 31 | 9  | 15 | 25 |
| Weaver   | 39 | 24 | 32 | 40 | 24 | 41 | 33 | 40 | 26 | 21 | 22 | 24 | 32 | 15 | 40 | 11 | 6  | 21 |
|          | 34 | 23 | 36 | 37 | 25 | 42 | 36 | 43 | 34 | 23 | 27 | 27 | 34 | 20 | 43 | 11 | 10 | 22 |
| Wilcox   | 22 | 22 | 27 | 46 | 22 | 35 | 21 | 35 | 14 | 19 | 12 | 24 | 21 | 18 | 37 | 11 | 19 | 23 |
|          | 25 | 22 | 29 | 41 | 18 | 32 | 22 | 35 | 10 | 16 | 18 | 20 | 18 | 15 | 34 | 9  | 19 | 23 |

Table 2 (continued)

|           | Do  | Cs  | Sy  | Sp  | Sa  | Wb  | Re  | So  | Sc  | To  | Gi  | Cm  | Ac  | Ai  | Le  | Py  | Fx  | Fe  |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Pre-Test  | 693 | 409 | 605 | 955 | 571 | 809 | 642 | 964 | 568 | 431 | 316 | 658 | 602 | 403 | 842 | 271 | 278 | 533 |
| Post-Test | 661 | 414 | 610 | 997 | 573 | 819 | 615 | 970 | 558 | 436 | 334 | 677 | 582 | 416 | 873 | 269 | 310 | 551 |
|           | -   | +   | +   | +   | +   | +   | -   | +   | -   | +   | +   | +   | -   | +   | +   | -   | +   | +   |
| 13 - B    |     | 5   | 5   | 42  | 2   | 10  |     | 6   |     | 5   | 18  | 19  |     | 13  | 31  |     | 32  | 18  |
| 15 - G    | -32 |     |     |     |     |     | -27 |     | -10 |     |     |     | -20 |     |     | -2  |     |     |

Table 3

## California Psychological Inventory Pre and Post Test Results by Scales for Control Group

|               | Do | Cs | Sy | Sp | Sa | Wb | Re | So | Sc | To | Gi | Cm | Ac | Ai | Le | Py | Fx | Fe |
|---------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Agey          | 23 | 13 | 22 | 42 | 21 | 28 | 21 | 34 | 11 | 13 | 7  | 24 | 25 | 13 | 35 | 10 | 10 | 14 |
|               | 17 | 16 | 20 | 42 | 19 | 27 | 18 | 31 | 11 | 14 | 5  | 25 | 16 | 17 | 33 | 7  | 14 | 10 |
| Brown         | 24 | 15 | 21 | 32 | 20 | 20 | 24 | 34 | 17 | 14 | 14 | 24 | 19 | 12 | 25 | 9  | 13 | 26 |
|               | 25 | 13 | 23 | 30 | 21 | 24 | 22 | 26 | 14 | 9  | 12 | 25 | 17 | 11 | 24 | 13 | 7  | 22 |
| Clock         | 38 | 22 | 32 | 33 | 21 | 37 | 32 | 41 | 36 | 23 | 26 | 28 | 18 | 39 | 12 | 12 | 7  | 15 |
|               | 32 | 23 | 25 | 38 | 22 | 41 | 34 | 45 | 33 | 27 | 23 | 27 | 32 | 21 | 40 | 14 | 7  | 15 |
| Conner        | 23 | 19 | 25 | 40 | 16 | 38 | 27 | 35 | 36 | 23 | 21 | 26 | 27 | 20 | 35 | 12 | 15 | 21 |
|               | 22 | 17 | 24 | 39 | 16 | 37 | 27 | 39 | 39 | 23 | 22 | 27 | 26 | 24 | 40 | 10 | 7  | 22 |
| A. Daniels    | 22 | 12 | 17 | 28 | 21 | 23 | 23 | 43 | 17 | 7  | 6  | 27 | 22 | 13 | 32 | 7  | 5  | 24 |
|               | 28 | 14 | 23 | 31 | 17 | 29 | 28 | 37 | 20 | 10 | 5  | 28 | 23 | 13 | 30 | 10 | 9  | 22 |
| K. Daniels    | 26 | 13 | 21 | 33 | 23 | 25 | 26 | 28 | 20 | 16 | 14 | 24 | 16 | 12 | 28 | 10 | 9  | 28 |
|               | 32 | 16 | 26 | 37 | 25 | 25 | 23 | 31 | 16 | 18 | 9  | 25 | 14 | 12 | 30 | 11 | 10 | 23 |
| Dawson        | 21 | 13 | 22 | 28 | 21 | 29 | 19 | 35 | 19 | 14 | 12 | 23 | 18 | 14 | 33 | 8  | 10 | 17 |
|               | 22 | 16 | 20 | 33 | 16 | 29 | 15 | 30 | 23 | 16 | 9  | 18 | 21 | 11 | 28 | 13 | 7  | 14 |
| Endres        | 20 | 14 | 13 | 28 | 13 | 32 | 24 | 37 | 35 | 17 | 17 | 21 | 21 | 14 | 33 | 15 | 8  | 19 |
|               | 16 | 10 | 13 | 39 | 13 | 34 | 23 | 38 | 33 | 19 | 17 | 19 | 23 | 12 | 31 | 11 | 11 | 15 |
| Ezell         | 13 | 11 | 17 | 37 | 15 | 31 | 15 | 21 | 21 | 14 | 15 | 21 | 21 | 16 | 27 | 10 | 11 | 15 |
|               | 23 | 9  | 19 | 29 | 14 | 28 | 24 | 24 | 26 | 15 | 17 | 16 | 19 | 18 | 29 | 7  | 7  | 18 |
| Gabriel       | 22 | 14 | 21 | 41 | 18 | 38 | 17 | 30 | 26 | 20 | 8  | 24 | 20 | 18 | 35 | 10 | 15 | 12 |
|               | 20 | 15 | 18 | 39 | 17 | 38 | 22 | 31 | 29 | 25 | 11 | 27 | 19 | 18 | 38 | 12 | 14 | 11 |
| Hollingsworth | 28 | 20 | 28 | 45 | 22 | 38 | 23 | 36 | 25 | 20 | 13 | 28 | 26 | 17 | 36 | 15 | 13 | 21 |
|               | 26 | 20 | 26 | 42 | 23 | 37 | 29 | 39 | 28 | 23 | 15 | 28 | 27 | 22 | 34 | 12 | 13 | 23 |
| J. Inman      | 18 | 12 | 13 | 35 | 15 | 32 | 15 | 38 | 19 | 8  | 6  | 23 | 19 | 15 | 32 | 5  | 13 | 16 |
|               | 18 | 10 | 11 | 37 | 14 | 32 | 15 | 43 | 19 | 16 | 6  | 18 | 22 | 16 | 32 | 11 | 14 | 15 |
| M. Inman      | 23 | 13 | 14 | 32 | 17 | 21 | 22 | 30 | 21 | 14 | 14 | 21 | 14 | 13 | 25 | 7  | 12 | 16 |
|               | 23 | 18 | 19 | 28 | 19 | 21 | 19 | 36 | 26 | 17 | 13 | 20 | 21 | 17 | 31 | 7  | 13 | 22 |



Table 3 (continued)

|            | Do | Cs | Sy | Sp | Sa | Wb | Re | So | Sc | To | Gi | Cm | Ac | Ai | Le | Py | Fx | Fe |
|------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Jolliffe   | 21 | 15 | 21 | 29 | 20 | 20 | 27 | 25 | 14 | 6  | 14 | 21 | 16 | 14 | 18 | 8  | 11 | 22 |
|            | 18 | 12 | 20 | 30 | 17 | 26 | 18 | 29 | 12 | 7  | 12 | 24 | 16 | 12 | 27 | 6  | 10 | 16 |
| Lame       | 33 | 11 | 18 | 29 | 21 | 23 | 33 | 37 | 16 | 12 | 5  | 27 | 21 | 11 | 28 | 10 | 5  | 24 |
|            | 31 | 11 | 21 | 31 | 22 | 24 | 29 | 40 | 24 | 17 | 8  | 26 | 22 | 18 | 31 | 9  | 6  | 19 |
| Miles      | 26 | 14 | 20 | 29 | 25 | 18 | 12 | 15 | 8  | 6  | 9  | 14 | 16 | 8  | 20 | 9  | 10 | 14 |
|            | 21 | 14 | 17 | 32 | 22 | 19 | 16 | 21 | 12 | 6  | 8  | 20 | 13 | 7  | 15 | 10 | 14 | 14 |
| Patterson  | 15 | 13 | 15 | 33 | 17 | 39 | 23 | 32 | 35 | 22 | 26 | 20 | 20 | 24 | 23 | 11 | 14 | 18 |
|            | 17 | 10 | 12 | 36 | 14 | 32 | 17 | 25 | 19 | 7  | 12 | 22 | 16 | 12 | 22 | 14 | 11 | 15 |
| Parker     | 22 | 13 | 20 | 37 | 18 | 26 | 18 | 28 | 16 | 12 | 10 | 26 | 14 | 11 | 26 | 9  | 7  | 21 |
|            | 21 | 10 | 20 | 34 | 19 | 21 | 14 | 19 | 9  | 7  | 5  | 22 | 11 | 9  | 21 | 6  | 12 | 20 |
| Rist       | 29 | 10 | 23 | 40 | 17 | 30 | 17 | 29 | 19 | 9  | 11 | 24 | 14 | 10 | 32 | 6  | 4  | 17 |
|            | 23 | 13 | 27 | 34 | 20 | 32 | 20 | 34 | 19 | 13 | 11 | 24 | 23 | 12 | 38 | 6  | 9  | 21 |
| Robb       | 26 | 18 | 25 | 29 | 25 | 23 | 25 | 32 | 27 | 20 | 17 | 23 | 23 | 20 | 27 | 11 | 8  | 21 |
|            | 23 | 18 | 25 | 40 | 21 | 32 | 34 | 38 | 25 | 22 | 9  | 27 | 29 | 19 | 39 | 13 | 8  | 21 |
| Seals      | 18 | 10 | 21 | 35 | 21 | 22 | 25 | 30 | 18 | 11 | 8  | 20 | 17 | 13 | 25 | 7  | 10 | 26 |
|            | 15 | 12 | 13 | 34 | 22 | 26 | 22 | 39 | 20 | 7  | 6  | 23 | 16 | 12 | 26 | 11 | 6  | 23 |
| Sheridan   | 17 | 14 | 17 | 39 | 18 | 35 | 12 | 22 | 26 | 19 | 21 | 12 | 16 | 21 | 31 | 14 | 13 | 14 |
|            | 18 | 17 | 19 | 32 | 18 | 20 | 14 | 25 | 23 | 13 | 19 | 13 | 18 | 15 | 20 | 13 | 10 | 18 |
| Smith      | 28 | 13 | 20 | 33 | 20 | 28 | 17 | 28 | 16 | 9  | 8  | 25 | 14 | 13 | 25 | 10 | 12 | 20 |
|            | 26 | 12 | 18 | 33 | 24 | 26 | 18 | 29 | 15 | 15 | 4  | 25 | 17 | 11 | 32 | 9  | 7  | 20 |
| Springston | 28 | 15 | 21 | 29 | 24 | 18 | 13 | 15 | 8  | 8  | 10 | 14 | 14 | 7  | 20 | 7  | 10 | 14 |
|            | 19 | 16 | 17 | 37 | 18 | 29 | 9  | 25 | 21 | 15 | 13 | 17 | 16 | 16 | 28 | 10 | 8  | 15 |
| Stafford   | 18 | 7  | 15 | 29 | 16 | 22 | 17 | 29 | 14 | 7  | 4  | 25 | 11 | 11 | 23 | 6  | 5  | 16 |
|            | 14 | 11 | 19 | 25 | 16 | 25 | 17 | 30 | 20 | 11 | 5  | 25 | 15 | 16 | 29 | 8  | 8  | 18 |
| Stemler    | 17 | 16 | 18 | 29 | 17 | 25 | 28 | 37 | 22 | 10 | 7  | 26 | 16 | 13 | 26 | 4  | 10 | 20 |
|            | 21 | 14 | 18 | 30 | 19 | 27 | 27 | 44 | 21 | 11 | 7  | 26 | 18 | 15 | 29 | 4  | 8  | 25 |
| Tait       | 24 | 15 | 13 | 28 | 12 | 32 | 30 | 38 | 34 | 17 | 16 | 25 | 27 | 18 | 31 | 14 | 9  | 19 |
|            | 22 | 10 | 18 | 33 | 11 | 26 | 18 | 36 | 31 | 13 | 12 | 18 | 23 | 14 | 28 | 15 | 14 | 16 |
| Willson    | 28 | 12 | 22 | 37 | 19 | 32 | 25 | 33 | 21 | 16 | 14 | 21 | 19 | 15 | 33 | 14 | 11 | 13 |
|            | 26 | 14 | 21 | 36 | 21 | 22 | 20 | 29 | 16 | 17 | 9  | 16 | 17 | 12 | 29 | 11 | 11 | 16 |

Table 3 (continued)

|           | Do  | Cs  | Sy  | Sp  | Sa  | Wb  | Re  | So  | Sc  | To  | Gi  | Cm  | Ac  | Ai  | Le  | Py  | Fx  | Fe  |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Pre-Test  | 651 | 387 | 555 | 936 | 533 | 785 | 610 | 872 | 597 | 397 | 353 | 637 | 534 | 404 | 803 | 271 | 280 | 523 |
| Post-Test | 619 | 391 | 552 | 961 | 520 | 789 | 592 | 913 | 604 | 413 | 304 | 631 | 550 | 412 | 824 | 283 | 279 | 509 |
|           | -   | +   | -   | +   | -   | +   | -   | +   | +   | +   | -   | -   | +   | +   | +   | +   | -   | -   |
| 16 - B    |     | 4   |     | 25  |     | 4   |     | 41  | 7   | 16  |     |     | 16  | 12  | 21  | 12  |     |     |
| 12 - G    | -32 |     | -3  |     | -13 |     | -18 |     |     |     | -49 | -6  |     |     |     |     | -1  | -14 |

Table 4

California Psychological Inventory Pre and Post Test Composite  
for each Group

| SCALES | EXP.PRE.T. | P.TEST | CON.PRE.T. | P.TEST | CON.2 PRE.T | P.TEST |
|--------|------------|--------|------------|--------|-------------|--------|
| DO.    | 590        | 623    | 693        | 661    | 651         | 619    |
| CS.    | 385        | 397    | 409        | 414    | 387         | 391    |
| SY.    | 561        | 585    | 605        | 610    | 555         | 552    |
| SP.    | 957        | 983    | 955        | 997    | 936         | 961    |
| SA.    | 525        | 557    | 571        | 573    | 533         | 520    |
| WB.    | 783        | 824    | 809        | 819    | 785         | 789    |
| RE.    | 571        | 611    | 642        | 615    | 610         | 592    |
| SO.    | 910        | 956    | 964        | 970    | 872         | 913    |
| SC.    | 569        | 579    | 568        | 558    | 597         | 604    |
| TO.    | 385        | 409    | 431        | 436    | 397         | 413    |
| GI.    | 309        | 304    | 316        | 334    | 353         | 304    |
| CM.    | 625        | 687    | 658        | 677    | 637         | 631    |
| AC.    | 545        | 531    | 602        | 582    | 534         | 550    |
| AI.    | 419        | 409    | 403        | 416    | 404         | 412    |
| LE.    | 839        | 882    | 842        | 873    | 803         | 824    |
| PY.    | 289        | 255    | 271        | 269    | 271         | 283    |
| FX.    | 272        | 301    | 278        | 310    | 280         | 279    |
| FE.    | 527        | 524    | 533        | 551    | 523         | 509    |

Table 5

## California Psychological Inventory Experimental (Self Incorporated Plus Treatment)

| Group                         | EXPERIMENTAL (Self Incorporated Plus Treatment) |        |        |        |        |        |        |       |        |        |        |        |        |        |        |        |       |        |
|-------------------------------|---|--------|--------|--------|--------|--------|--------|-------|--------|--------|--------|--------|--------|--------|--------|--------|-------|--------|
| Measurement Instrument        | California Psychological Inventory              |        |        |        |        |        |        |       |        |        |        |        |        |        |        |        |       |        |
| Scale                         | DO  | CS     | SY     | SP     | SA     | WB     | RE     | SO    | SC     | TO     | GI     | CM     | AC     | AI     | IE     | PY     | FX    | FE     |
| Pre Test Mean                 | 21.074  | 13.75  | 20.036 | 34.143 | 18.75  | 27.857 | 20.793 | 32.5  | 20.321 | 13.75  | 10.75  | 22.321 | 19.464 | 14.964 | 29.607 | 10.321 | 9.714 | 18.107 |
| Pre Test St. Dev.             | 5.702   | 3.181  | 4.842  | 5.400  | 4.106  | 5.542  | 4.984  | 5.328 | 7.298  | 3.597  | 5.589  | 4.226  | 4.558  | 3.533  | 5.014  | 2.982  | 2.787 | 4.669  |
| Post Test Mean                | 22.25   | 14.179 | 20.892 | 35.107 | 19.857 | 29.429 | 21.393 | 34.5  | 20.286 | 14.607 | 14.607 | 24.535 | 18.964 | 14.607 | 31.5   | 9.107  | 10.75 | 18.714 |
| Post Test St. Dev.            | 4.964   | 3.465  | 5.294  | 4.669  | 4.478  | 5.358  | 5.336  | 5.569 | 8.450  | 4.541  | 4.541  | 3.574  | 5.621  | 3.685  | 5.541  | 3.257  | 3.428 | 4.387  |
| Diff. bet. means              | 1.179   | .429   | 1.207  | .964   | 1.107  | 1.571  | 1.     | 2.    | .036   | .858   | 3.857  | 2.214  | -.5    | -.357  | 1.893  | -1.214 | 1.036 | .607   |
| Related t statistic (27 d.f.) | 1.464   | .766   | 1.207  | 1.006  | 1.457  | 1.729  | 1.067  | 2.260 | .033   | 1.353  | 3.274  | 2.255  | .722   | .552   | 2.359  | 1.693  | 1.858 | .924   |
| Significance                  |   |        |        |        |        |        |        |       |        |        |        |        |        |        |        |        |       |        |
| No sig. diff.                 | X   | X      | X      | X      | X      |        | X      |       | X      | X      |        |        | X      | X      |        | X      |       | X      |
| $t \geq .05$                  |   |        |        |        |        | X      |        | X     |        |        |        | X      |        |        | X      |        | X     |        |
| $t \geq .01$                  |   |        |        |        |        |        |        |       |        |        | XX     |        |        |        |        |        |       |        |

Table 6

## California Psychological Inventory Control Group I (Self Incorporated Only - No Treatment)

| Group                              | CONTROL GROUP I (SELF INCORPORATED ONLY-NO TREATMENT) |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
|------------------------------------|---|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Measurement                        | CALIFORNIA PSYCHOLOGICAL INVENTORY                    |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Instruction                        |   |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Scale                              | EO  | CS     | SV     | SP     | SA     | WB     | RE     | SO     | SC     | TO     | GI     | CM     | AC     | AI     | IE     | PY     | FX     | FE     |
| Pre-Test Mean                      | 24.75   | 15.936 | 21.607 | 35.936 | 20.391 | 28.893 | 22.929 | 34.429 | 20.286 | 15.393 | 11.286 | 23.464 | 21.5   | 14.393 | 30.071 | 9.679  | 9.929  | 19.036 |
| Pre-Test St. Dev.                  | 5.758   | 3.585  | 5.087  | 5.541  | 3.645  | 5.513  | 4.626  | 5.827  | 7.012  | 5.058  | 4.618  | 4.566  | 5.081  | 3.583  | 5.291  | 2.681  | 4.027  | 4.256  |
| Post-Test Mean                     | 24.607  | 14.786 | 21.5   | 35.714 | 20.464 | 29.25  | 21.964 | 34.643 | 19.923 | 15.571 | 11.929 | 24.179 | 20.786 | 14.5   | 31.429 | 9.607  | 11.071 | 19.714 |
| Post-Test St. Dev.                 | 5.459   | 3.675  | 5.719  | 4.311  | 3.919  | 6.490  | 5.984  | 6.562  | 9.317  | 4.426  | 5.456  | 3.801  | 5.884  | 4.359  | 5.941  | 2.587  | 3.431  | 4.875  |
| Diff. bet. means                   | -1.143  | -1.15  | -1.107 | -1.179 | -1.014 | -1.357 | -1.964 | -1.214 | -1.347 | -1.235 | -1.643 | -1.714 | -1.714 | -1.107 | 1.357  | -1.071 | 1.143  | -1.679 |
| (Related)<br>t Statistic (27 d.f.) | 1.696   | 1.243  | .130   | .234   | .108   | .460   | 1.407  | .324   | .316   | .235   | .929   | 1.078  | 1.174  | .158   | 1.860  | .139   | 1.956  | 1.414  |
| Significance                       |   |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| No sig. diff.                      | X   | X      | X      | X      | X      | X      | X      | X      | X      | X      | X      | X      | X      | X      |        | X      |        | X      |
| $t \geq .05$                       |   |        |        |        |        |        |        |        |        |        |        |        |        |        | X      |        | X      |        |
| $t \geq .01$                       |   |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |

Table 7

## California Psychological Inventory Control Group II (Self Incorporated and No Treatment)

| Group                  | CONTROL GROUP II (No Self Incorporated & No Treatment) |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |       |        |
|------------------------|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-------|--------|
| Measurement Instrument | California Psychological Inventory                     |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |       |        |
| Scale                  | DO   | CS     | SY     | SP     | SA     | WB     | RE     | SO     | SC     | TO     | GI     | CN     | AC     | AI     | IE     | PY     | FX    | FE     |
| Pre Test Mean          | 23.25  | 13.821 | 19.821 | 31.536 | 19.036 | 28.036 | 21.786 | 31.143 | 21.321 | 13.821 | 12.607 | 22.75  | 19.071 | 14.429 | 28.679 | 9.643  | 10.   | 18.679 |
| Pre Test St. Dev.      | 5.508  | 3.139  | 4.522  | 5.037  | 3.350  | 6.597  | 5.865  | 6.932  | 8.111  | 5.327  | 5.903  | 4.061  | 4.602  | 3.948  | 5.389  | 3.001  | 3.055 | 4.330  |
| Post Test Mean         | 22.147   | 13.964 | 19.714 | 34.321 | 18.571 | 28.179 | 21.143 | 32.607 | 21.071 | 14.75  | 10.857 | 22.536 | 19.643 | 14.714 | 29.429 | 10.107 | 9.264 | 18.179 |
| Post Test St. Dev.     | 4.871  | 3.448  | 4.211  | 4.330  | 3.532  | 5.709  | 6.145  | 7.052  | 8.228  | 5.778  | 5.169  | 4.273  | 4.946  | 4.008  | 5.846  | 2.872  | 2.887 | 3.926  |
| Diff. bet. means       | -1.143   | -.143  | -1.07  | .786   | -464   | .143   | -643   | 1.464  | -.25   | .929   | -1.75  | -.214  | .571   | .286   | .75    | .464   | -.004 | -.5    |
| t statistic            | 1.469  | .285   | .159   | .863   | .982   | .139   | .687   | 1.512  | .216   | 1.031  | 2.539  | .359   | .801   | .358   | .773   | .892   | .054  | .806   |
| Significance           |  |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |       |        |
| No sig. diff.          | X  | X      | X      | X      | X      | X      | X      | X      | X      | X      |        | X      | X      | X      | X      | X      | X     | X      |
| $t \geq .05$           |  |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |       |        |
| $t \geq .01$           |  |        |        |        |        |        |        |        |        |        | XX     |        |        |        |        |        |       |        |

Table 8

## California Psychological Inventory Experimental Group vs. Control Group I

|                        |                   | Group 1                            |    |    |    |    |               |    |               | Group 2         |    |               |               |    |    |               |    |               |    |
|------------------------|-------------------|------------------------------------|----|----|----|----|---------------|----|---------------|-----------------|----|---------------|---------------|----|----|---------------|----|---------------|----|
| Groups                 |                   | EXPERIMENTAL GROUP                 |    |    |    |    |               |    |               | CONTROL GROUP I |    |               |               |    |    |               |    |               |    |
| Measurement Instrument |                   | California Psychological Inventory |    |    |    |    |               |    |               |                 |    |               |               |    |    |               |    |               |    |
| Scale                  |                   | DO                                 | CS | SY | SP | SA | WB            | RE | SO            | SC              | TO | GI            | CM            | AC | AI | IE            | PY | FX            | FE |
| Group 1                | Pre Test Mean     |                                    |    |    |    |    | 28.857        |    | 32.5          |                 |    | 10.857        | 22.321        |    |    | 29.607        |    | 9.714         |    |
|                        | Pre Test Variance |                                    |    |    |    |    | 42.794        |    | 40.037        |                 |    | 31.231        | 17.856        |    |    | 25.136        |    | 7.767         |    |
| Group 2                | Pre Test Mean     |                                    |    |    |    |    | 28.893        |    | 34.429        |                 |    | 11.286        | 23.464        |    |    | 30.071        |    | 9.929         |    |
|                        | Pre Test Variance |                                    |    |    |    |    | 30.396        |    | 31.958        |                 |    | 21.326        | 20.851        |    |    | 27.995        |    | 16.217        |    |
|                        | F test            |                                    |    |    |    |    | 1.408<br>n.s. |    | 1.179<br>n.s. |                 |    | 1.465<br>n.s. | 1.168<br>n.s. |    |    | 1.113<br>n.s. |    | 2.688<br>*.05 |    |
|                        | Diff. bet. means  |                                    |    |    |    |    | .036          |    | 1.929         |                 |    | .429          | 1.143         |    |    | .464          |    | .214          |    |
|                        | t statistic       | independ.                          |    |    |    |    | P/            |    | P/            |                 |    | P/            | P/            |    |    | P/            |    | P/            |    |
|                        | pooled            |                                    |    |    |    |    | .641          |    | .120          |                 |    | .379          | .971          |    |    | .227          |    | .232          |    |
| Significance           |                   |                                    |    |    |    |    |               |    |               |                 |    |               |               |    |    |               |    |               |    |
| No sig. diff.          |                   |                                    |    |    |    |    | X             |    | X             |                 |    | X             | X             |    |    | X             |    | X             |    |
| t ≥ .05                |                   |                                    |    |    |    |    |               |    |               |                 |    |               |               |    |    |               |    |               |    |
| t ≥ .01                |                   |                                    |    |    |    |    |               |    |               |                 |    |               |               |    |    |               |    |               |    |

Table 9

California Psychological Inventory Experimental Group vs. Control Group II

|                        |                   | Group 1                            |    |    |    |    |               |    |               | Group 2          |    |               |              |    |    |               |    |               |    |
|------------------------|-------------------|------------------------------------|----|----|----|----|---------------|----|---------------|------------------|----|---------------|--------------|----|----|---------------|----|---------------|----|
| Groups                 |                   | EXPERIMENTAL GROUP                 |    |    |    |    |               |    |               | CONTROL GROUP II |    |               |              |    |    |               |    |               |    |
| Measurement Instrument |                   | California Psychological Inventory |    |    |    |    |               |    |               |                  |    |               |              |    |    |               |    |               |    |
| Scale                  |                   | DO                                 | CS | SY | SP | SA | WB            | RE | SO            | SC               | TO | GI            | CM           | AC | AI | IE            | PY | FX            | FE |
| Group 1                | Pre Test Mean     |                                    |    |    |    |    | 27.857        |    | 32.5          |                  |    | 10.75         | 22.321       |    |    | 29.607        |    | 9.714         |    |
|                        | Pre Test Variance |                                    |    |    |    |    | 42.794        |    | 40.037        |                  |    | 31.231        | 17.856       |    |    | 25.136        |    | 7.767         |    |
| Group 2                | Pre Test Mean     |                                    |    |    |    |    | 28.036        |    | 31.143        |                  |    | 12.607        | 22.75        |    |    | 23.25         |    | 10.00         |    |
|                        | Pre Test Variance |                                    |    |    |    |    | 41.517        |    | 40.053        |                  |    | 34.847        | 16.491       |    |    | 29.041        |    | 9.333         |    |
|                        | F test            |                                    |    |    |    |    | 1.017<br>n.s. |    | 1.200<br>n.s. |                  |    | 1.116<br>n.s. | 1.08<br>n.s. |    |    | 1.155<br>n.s. |    | 1.202<br>n.s. |    |
|                        | Diff. bet. means  |                                    |    |    |    |    | .179          |    | 1.357         |                  |    | 1.857         | .429         |    |    | 6.357         |    | .286          |    |
|                        | t statistic       | Independ.                          |    |    |    |    | P<br>.102     |    | P<br>.765     |                  |    | P<br>1.209    | P<br>.387    |    |    | P<br>4.516    |    | P<br>.366     |    |
|                        | Significance      |                                    |    |    |    |    |               |    |               |                  |    |               |              |    |    |               |    |               |    |
|                        | No sig. diff.     |                                    |    |    |    |    | X             |    | X             |                  |    | X             | X            |    |    |               |    | X             |    |
|                        | t ≥ .05           |                                    |    |    |    |    |               |    |               |                  |    |               |              |    |    |               |    |               |    |
|                        | t ≥ .01           |                                    |    |    |    |    |               |    |               |                  |    |               |              |    |    | XX            |    |               |    |



Table 10

## California Psychological Inventory Control Group I vs. Control Group II

|                        |                   | Group 1                            |    |    |    |    |               |    |               | Group 2          |    |               |               |    |    |               |    |               |    |
|------------------------|-------------------|------------------------------------|----|----|----|----|---------------|----|---------------|------------------|----|---------------|---------------|----|----|---------------|----|---------------|----|
| Groups                 |                   | CONTROL GROUP I                    |    |    |    |    |               |    |               | CONTROL GROUP II |    |               |               |    |    |               |    |               |    |
| Measurement Instrument |                   | California Psychological Inventory |    |    |    |    |               |    |               |                  |    |               |               |    |    |               |    |               |    |
| Scale                  |                   | DO                                 | CS | SY | SP | SA | WB            | RE | SO            | SC               | TO | GI            | CH            | AC | AI | IE            | PY | FX            | FE |
| Group 1                | Pre Test Mean     |                                    |    |    |    |    | 28.893        |    | 34.429        |                  |    | 11.286        | 23.464        |    |    | 30.071        |    | 9.571         |    |
|                        | Pre Test Variance |                                    |    |    |    |    | 30.396        |    | 33.958        |                  |    | 21.326        | 20.851        |    |    | 27.995        |    | 16.217        |    |
| Group 2                | Pre Test Mean     |                                    |    |    |    |    | 28.036        |    | 31.143        |                  |    | 12.607        | 22.75         |    |    | 23.25         |    | 10.00         |    |
|                        | Pre Test Variance |                                    |    |    |    |    | 43.517        |    | 48.053        |                  |    | 34.840        | 16.491        |    |    | 29.041        |    | 9.333         |    |
|                        | F test            |                                    |    |    |    |    | 1.432<br>n.s. |    | 1.415<br>n.s. |                  |    | 1.634<br>n.s. | 1.264<br>n.s. |    |    | 1.037<br>n.s. |    | 1.737<br>n.s. |    |
|                        | Diff. bet. means  |                                    |    |    |    |    | .857          |    | 2.286         |                  |    | 1.321         | .714          |    |    | 6.821         |    | .429          |    |
|                        | t statistic       | independ.                          |    |    |    |    |               |    |               |                  |    |               |               |    |    |               |    |               |    |
|                        |                   | pooled                             |    |    |    |    |               |    |               |                  |    |               |               |    |    |               |    |               |    |
|                        |                   |                                    |    |    |    |    | P .528        |    | P 1.920       |                  |    | P .933        | P .619        |    |    | P 4.726       |    | P .432        |    |
|                        | Significance      |                                    |    |    |    |    |               |    |               |                  |    |               |               |    |    |               |    |               |    |
|                        | No sig. diff.     |                                    |    |    |    |    | X             |    |               |                  |    | X             | X             |    |    |               |    | X             |    |
|                        | t ≥ .05           |                                    |    |    |    |    |               |    | X             |                  |    |               |               |    |    |               |    |               |    |
|                        | t ≥ .01           |                                    |    |    |    |    |               |    |               |                  |    |               |               |    |    | XX            |    |               |    |

Table 11

## California Psychological Inventory Experimental Group vs. Control Group I

|                        |                   | Group 1                            |    |    |    |    |               |    |               | Group 2         |    |              |              |    |    |               |    |              |    |
|------------------------|-------------------|------------------------------------|----|----|----|----|---------------|----|---------------|-----------------|----|--------------|--------------|----|----|---------------|----|--------------|----|
| Groups                 |                   | EXPERIMENTAL GROUP                 |    |    |    |    |               |    |               | CONTROL GROUP I |    |              |              |    |    |               |    |              |    |
| Measurement Instrument |                   | California Psychological Inventory |    |    |    |    |               |    |               |                 |    |              |              |    |    |               |    |              |    |
| Scale                  |                   | DO                                 | CS | SY | SP | SA | WB            | RE | SO            | SC              | TO | GI           | CM           | AC | AI | IE            | PY | FX           | FE |
| Group 1                | Pre Test Mean     |                                    |    |    |    |    | 29.429        |    | 34.5          |                 |    | 10.857       | 24.536       |    |    | 31.5          |    | 10.75        |    |
|                        | Pre Test Variance |                                    |    |    |    |    | 28.698        |    | 43.148        |                 |    | 29.767       | 12.776       |    |    | 30.704        |    | 11.75        |    |
| Group 2                | Pre Test Mean     |                                    |    |    |    |    | 29.25         |    | 34.643        |                 |    | 11.571       | 24.179       |    |    | 31.429        |    | 11.071       |    |
|                        | Pre Test Variance |                                    |    |    |    |    | 42.120        |    | 43.053        |                 |    | 20.617       | 14.448       |    |    | 35.291        |    | 11.77        |    |
| F test                 |                   |                                    |    |    |    |    | 1.467<br>n.s. |    | 1.002<br>n.s. |                 |    | 1.44<br>n.s. | 1.13<br>n.s. |    |    | 1.149<br>n.s. |    | 1.00<br>n.s. |    |
| Diff. bet. means       |                   |                                    |    |    |    |    | .179          |    | .143          |                 |    | .714         | .357         |    |    | .071          |    | .321         |    |
| t statistic            |                   | independ.                          |    |    |    |    | P<br>.112     |    | P<br>.081     |                 |    | P<br>.503    | P<br>.362    |    |    | P<br>.047     |    | P<br>.351    |    |
|                        |                   | pooled                             |    |    |    |    |               |    |               |                 |    |              |              |    |    |               |    |              |    |
| Significance           |                   |                                    |    |    |    |    |               |    |               |                 |    |              |              |    |    |               |    |              |    |
| No sig. diff.          |                   |                                    |    |    |    |    | X             |    | X             |                 |    | X            | X            |    |    | X             |    | X            |    |
| t ≥ .05                |                   |                                    |    |    |    |    |               |    |               |                 |    |              |              |    |    |               |    |              |    |
| t ≥ .01                |                   |                                    |    |    |    |    |               |    |               |                 |    |              |              |    |    |               |    |              |    |

Table 12

California Psychological Inventory Experimental Group vs. Control Group II

|                        |                   | Group 1                            |    |    |    |    |               |    |               |    |    |               | Group 2          |    |    |               |    |               |    |
|------------------------|-------------------|------------------------------------|----|----|----|----|---------------|----|---------------|----|----|---------------|------------------|----|----|---------------|----|---------------|----|
| Groups                 |                   | EXPERIMENTAL GROUP                 |    |    |    |    |               |    |               |    |    |               | CONTROL GROUP II |    |    |               |    |               |    |
| Measurement Instrument |                   | California Psychological Inventory |    |    |    |    |               |    |               |    |    |               |                  |    |    |               |    |               |    |
| Scale                  |                   | DO                                 | CS | SY | SP | SA | WB            | RE | SO            | SC | TO | GI            | CN               | AC | AI | IE            | PY | FX            | FE |
| Group 1                | Pre Test Mean     |                                    |    |    |    |    | 29.429        |    | 34.5          |    |    | 10.857        | 24.536           |    |    | 31.5          |    | 10.75         |    |
|                        | Pre Test Variance |                                    |    |    |    |    | 32.596        |    | 43.148        |    |    | 26.720        | 12.776           |    |    | 30.704        |    | 11.75         |    |
| Group 2                | Pre Test Mean     |                                    |    |    |    |    | 28.179        |    | 32.607        |    |    | 10.857        | 22.536           |    |    | 29.429        |    | 9.964         |    |
|                        | Pre Test Variance |                                    |    |    |    |    | 28.698        |    | 49.729        |    |    | 20.618        | 18.258           |    |    | 34.180        |    | 8.332         |    |
|                        | F test            |                                    |    |    |    |    | 1.136<br>n.s. |    | 1.142<br>n.s. |    |    | 1.295<br>n.s. | 1.429<br>n.s.    |    |    | 1.113<br>n.s. |    | 1.410<br>n.s. |    |
|                        | Diff. bet. means  |                                    |    |    |    |    | 1.25          |    | 1.893         |    |    | 0             | 2                |    |    | 2.071         |    | .786          |    |
|                        | t statistic       | independ.<br>pooled                |    |    |    |    | P<br>.845     |    | P<br>1.039    |    |    | P<br>.5       | P<br>1.890       |    |    | P<br>1.361    |    | P<br>.928     |    |
|                        | Significance      |                                    |    |    |    |    |               |    |               |    |    |               |                  |    |    |               |    |               |    |
| No sig. diff.          |                   |                                    |    |    |    |    | X             |    | X             |    |    | X             |                  |    |    | X             |    | X             |    |
| t ≥ .05                |                   |                                    |    |    |    |    |               |    |               |    |    |               | X                |    |    |               |    |               |    |
| t ≥ .01                |                   |                                    |    |    |    |    |               |    |               |    |    |               |                  |    |    |               |    |               |    |

Table 13

California Psychological Inventory Control Group I vs. Control Group II

|                        |                   | Group 1                            |    |    |    |    |               |    |               |    |    | Group 2          |               |    |    |               |    |               |    |
|------------------------|-------------------|------------------------------------|----|----|----|----|---------------|----|---------------|----|----|------------------|---------------|----|----|---------------|----|---------------|----|
| Groups                 |                   | CONTROL GROUP I                    |    |    |    |    |               |    |               |    |    | CONTROL GROUP II |               |    |    |               |    |               |    |
| Measurement Instrument |                   | California Psychological Inventory |    |    |    |    |               |    |               |    |    |                  |               |    |    |               |    |               |    |
| Scale                  |                   | DO                                 | CS | SY | SP | SA | WB            | RE | SO            | SC | TO | GI               | CH            | AC | AI | IE            | PY | FX            | FE |
| Group 1                | Pre Test Mean     |                                    |    |    |    |    | 28.893        |    | 34.643        |    |    | 11.929           | 24.179        |    |    | 31.429        |    | 11.071        |    |
|                        | Pre Test Variance |                                    |    |    |    |    | 42.120        |    | 43.053        |    |    | 29.767           | 14.448        |    |    | 35.291        |    | 11.77         |    |
| Group 2                | Pre Test Mean     |                                    |    |    |    |    | 28.143        |    | 32.607        |    |    | 11.214           | 22.536        |    |    | 29.490        |    | 9.964         |    |
|                        | Pre Test Variance |                                    |    |    |    |    | 32.596        |    | 49.729        |    |    | 26.720           | 18.258        |    |    | 34.180        |    | 8.332         |    |
|                        | F test            |                                    |    |    |    |    | 1.292<br>n.s. |    | 1.155<br>n.s. |    |    | 1.114<br>n.s.    | 1.263<br>n.s. |    |    | 1.033<br>n.s. |    | 1.412<br>n.s. |    |
|                        | Diff. bet. means  |                                    |    |    |    |    | .75           |    | 2.036         |    |    | .714             | 1.643         |    |    | 1.943         |    | 1.117         |    |
|                        | t statistic       | independ.<br>pooled                |    |    |    |    | P<br>.464     |    | P<br>1.118    |    |    | P<br>.500        | P<br>1.520    |    |    | P<br>1.270    |    | P<br>1.307    |    |
|                        | Significance      |                                    |    |    |    |    |               |    |               |    |    |                  |               |    |    |               |    |               |    |
|                        | No sig. diff.     |                                    |    |    |    |    | X             |    | X             |    |    | X                | X             |    |    | X             |    | X             |    |
|                        | t ≥ .05           |                                    |    |    |    |    |               |    |               |    |    |                  |               |    |    |               |    |               |    |
|                        | t ≥ .01           |                                    |    |    |    |    |               |    |               |    |    |                  |               |    |    |               |    |               |    |

## Chapter 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The research findings, conclusions, and recommendations will be included in this chapter.

#### Summary of the Investigation

The procedure of this investigation was to do the following:

1. Select three classes of junior high students and create the basis for an original experimental study. The final eighty-four students were selected from the class and subject area of language arts/social studies and were selected to equalize the factors of age, academic achievement and abilities. The students for purposes of this study were assigned group designations of Experimental, Control I and Control II.

The Experimental group received the treatment structured as microcounseling and the "Self Incorporated" series. The Control I group received only the "Self Incorporated" series, and the Control II group received no treatment from either the microcounseling or the "Self Incorporated" series.

2. Data for this study were collected using the California Psychological Inventory. The CPI included the measurement of eighteen areas known as scales that assess

facets of interpersonal psychology and on the whole provide a comprehensive survey of an individual in terms of social interaction.

The CPI was administered on a pre- and post-test structure. The data collected received the following treatment: The raw scores obtained from the pre- and post-testing were subjected to the Hewlett Packard Basic T-test to calculate the mean and standard deviation of the scales. Any scales showing pre-post gains were subjected to further analysis using the F-test to determine homogeneity of variance. To further reduce the possibility of rare chance occurrence, the scales showing gains received treatment using the independent and pooled T-test to obtain a T-statistic.

### Discussion of the Topics

This study had as its impetus and center of focus the expansion of the modern day counselor in the present day educational setting.

A blend of several factors always confronts today's counselor, a few of which presented themselves as major topic areas and as such become the topics for discussion. The four areas of discussion are: (1) the value and roles of the modern day counselor; (2) the maximizing of educational gains in a school setting; (3) the selection of a teaching method; and (4) the importance of student

involvement.

These four topics are areas of major interest in this study, and to counselors in most educational settings. The topics as listed will be covered briefly as they reflect the literature reviewed, the study conducted and the thinking of this researcher.

1. The value and roles of the modern day counselor.

The review of literature completed for this study and literature of other types and subject matters reflect the fact that the key element in an educational program is the instructor. The counselor in any major project, as well as this study, reflects that value. Counselors play many roles in the accomplishment of their given tasks and become many things to many people in the achievement of objectives such as the presentation of a program, the leadership of groups or the conducting of a study such as this.

The counselor in meeting many roles becomes an orientator, interpreter, teacher, facilitator and even a stimulator.

### Orientator

The counselor becomes an orientator in the sense that most projects in the counseling world are products of the counselor's making from idea to finished product. This is reflected in the fact that the counselor creates the project, organizes each phase of operation, manages staff,

equipment and students, blending all these factors together to produce a program.

### Interpreter

The counselor trains people in a variety of ways, such as in the skills needed to be a group leader, or the operation and usage of VTR equipment. This role is most evident when testing has taken place and results need to be related to students and parents, thus providing for the best use of information and the formulation of educational goals or careers as the case may be.

### Teacher

You often see counselors become teachers by being part of a program and its total operation, serving as a group leader or team member in an effort to provide and convey instructional sessions to students.

### Facilitator

For the counselor this role is very common and is well represented in a project of this type and nature. A facilitator plays an important part from the standpoint that a major project or study often requires a person to keep it moving, organized and operating on the right track, to assure that all phases move from beginning to end as planned.



### Stimulator

And finally, you often see a counselor in the role of a stimulator keeping interest, desire and commitment at a high level to help assure the accomplishment of a project, and the making of it into a meaningful program for all involved.

Through the counselor it was the design of this study to use time to a far greater degree, with a larger return on effort, to expand the abilities of all group members, and to reach more students with the most educational gains possible in the process.

#### 2. Maximizing educational gains in a school setting.

The series "Self Incorporated" was designed to aid in the development of the life coping process and increase the desire of the students to become highly motivated in the processes of learning, practicing and improving the skills involved in this growth skill.

It was the design of this project to test a method that may increase this process and maximize the total gains to students as a result.

#### 3. Selection of a teaching method.

Microcounseling became the method and means to achieve the desires of: increased student involvement, generation of higher interest, and the providing of greater gains in the areas of growth development and retention of life coping skills.

It was a strong contention, based on the literature reviewed, that the above was possible and therefore micro-counseling became an important element of this study.

#### 4. Student involvement.

Student involvement has always been the hope and long term goal of educators in every area of the educational world. It is a well-known fact that through involvement an interest may develop which in turn creates the desire to learn.

So this process of involvement, interest and learning became the final part of this project. A project that centered on the student as the vital element in the process of development and change.

In summary the idea of taking a national series called "Self Incorporated" and adapting it to a micro-counseling process constituted the first phase of this study. The second phase involved mixing the talents of trained group leaders who had groups of students taking part in this planned project working towards the objectives of: providing more information in a shorter span of time, creating higher interest with more lasting results.

This study was conducted and completed with an important goal always in mind. That goal was to see if it was possible to make all students their own best source of help and self improvement by becoming his/her own counselor.

### Conclusions

The following conclusions are based on the results of this study:

1. A statement and conclusion can be made from the data that the treatments afforded to the Experimental group and to the Control Group I group did not cause any measurable changes in the way the subjects in those groups responded as noted from a comparison to responses of subjects who received neither treatment.

2. There is no significant difference in the mean values on each of the eighteen psychological characteristics between those who have had microcounseling and "Self Incorporated," those who have had "Self Incorporated" only, and those who have received no treatment at all.

### Recommendations

The following recommendations are based upon the findings in this study:

While no significant relationship was found to exist between the three groups in this study and no meaningful changes can be attributed to the treatment, there were sufficient indices to suggest that further examination of possibility is certainly in order.

The scales of sense of well being, socialization, good impression, communality, intellectual efficiency and

flexibility showed pre and post gains at a level high enough to cause speculation of several types that lead to recommendations.

Life coping skills are hard to define, subject to individual interpretation, and equally as hard to measure. It would be of interest to design a new program based on a similar concept but focusing only on the six scale areas, and repeat the process. A more refined measure of the coping skills could conceivably disclose a relationship of greater significance.

To repeat with variation or to redesign a study of this type would be done with the following factors recommended as a result of this study:

1. The size of the sample may have been a factor in the results found in this study. A larger selection of schools and students could provide more specific and conclusive results.

2. The selection and use of a different series other than "Self Incorporated" so a more direct communication of the coping skill is made and thereby a clearer picture of the change or changes necessary. There is the possibility that in some way the students generalized instead of personalized, thereby reducing the impact and possible retention level.

3. Evaluate the use of a different instrument.  
The California Psychological Inventory was selected primarily

on the following points: The inventory was intended for use with subjects identified as normal in our society; the inventory provides a comprehensive survey of an individual based on social interaction; and, the fact that the scales for all age levels are strongly normed.

To design both a program and evaluation instrument would be of the ultimate and if done the recommendation would be to follow a behavior modification model. This would reduce the variable of open-ended response with perhaps a greater degree of evaluation feedback.

For areas of further study and possible project designs, the following are recommended:

One of the key goals of this study was the determination that a student has the means and ability within to become his/her own source of best help. With this as a focus, let an identified group of students design and produce a complete program.

Based on this idea the students would conduct and operate all aspects and phases of the program, including the equipment, group leadership and even testing. There are very few phases that students could not manage, and the speculation that high involvement would create strong educational gains adds to the possibilities offered in such a project.

The potential in this idea has implications for carry-over to several other groups. A building and its staff

could use the concept for in-service development, and a similar idea could be developed for students and parents. The results of this study do not reflect the real possible future of microcounseling in an educational setting and are reflected in a favorable manner in the review of literature. It is with this in mind that the last comment is made.

Media and media productions of all types are a part of today's society, they are strongly evidenced in the television, radio, movie and multi-media productions of our everyday life. Microcounseling is a representation of this fact, and teaching styles and methods have long since made the transition. It was the purpose of this study to review and investigate the addition of another skill to the repertoire of today's counselor.

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## APPENDIX

## APPENDIX

### SELF INCORPORATED

What follows next is a summary of each program, the purpose of the lesson and the questions used for discussion for each of the fifteen programs:

#### TRYING TIMES (Making Decisions)

##### PROGRAM:

In spite of the long, hot trip on a bus, Meg is excited about visiting her fourteen-year-old cousin Julie. At twelve and a half, Meg is not yet a grown-up teenager, but her parents trusted her to make the trip to the city and she feels mature and confident.

As Meg and Julie became reacquainted, Meg feels anxious and curious when she discovers that Julie has taken up smoking. Though she has some doubts, Meg asks Julie to teach her to smoke. Julie is reluctant, but finally decides that Meg will be more acceptable to her friends if she knows how to smoke.

That evening the girls attend a party in the park. Julie's friends urge Meg to join the group that is drinking. As the pressure to try alcohol builds up, the confidence and maturity Meg felt earlier in the day vanishes. Suddenly the flashing red light and siren of a police car break up the

gathering and she is saved from having to make a decision. When Julie and Meg breathlessly arrive at home Julie gushes excitedly, "Didn't we have a great time? Hey, you didn't get to try the booze, did you? Don't worry, we have the whole vacation." Meg doesn't answer, but her expression is eloquent.

#### PURPOSE:

Teenagers have many difficult decisions to make, and sometimes it is hard for them to consider the future consequences of their actions. They are particularly susceptible to pressure from their peers. Often this desire to be part of the group leads them to make choices that get them into difficulty, either by conflicting with their parents' wishes, or by running contrary to their own long-range self-interests.

This program is intended to help young people learn to make self-enhancing decisions in the face of peer pressure. The activities are directed toward increasing students' awareness of their personal values and beliefs, and toward helping them understand the decision-making process as it relates to peer group pressure.

#### QUESTIONS:

1. Did Meg really have a good time at Julie's home? What do you think will happen over the course of the vacation? (Students might role-play their answers to these questions.)



2. Julie told Meg that if she smoked she would fit in better with Julie's friends. Is this a good reason for doing something? When might it be better to risk breaking with a group?
3. Julie told Meg she didn't have to smoke and that it was "cool" for Meg to do whatever she thought was best. Was Julie really pressuring Meg without seeming to? What are some other kinds of indirect pressures people face when making decisions? How can you deal with these indirect pressures?
4. What would Meg have done if the police car hadn't come when it did? Would she have taken a drink? If you were Meg, what things would you have thought about in trying to make up your mind about taking a drink?
5. What kinds of things might people do that they don't really want to do but do anyway because friends urge them on?
6. When should a person draw a line, and risk non-acceptance?
7. What would Julie's friends have thought if Meg had told them she didn't want to smoke or drink? How can people express their own views and refuse to go along with a group without being rejected?
8. How did Julie feel about her parents? Meg said she wished her parents were like Julie's. Do you think

she really meant it?

9. When someone makes a decision (e.g., Meg trying Julie's cigarette), how is it possible to tell if it was a wise decision?

WHO WINS?  
(Morality)

PROGRAM:

Lenny and Brant are friendly enemies, at least when it comes to photography. They have been competitors for some time, although lately Brant has come out ahead. Brant has been needling Lenny about that, only increasing Lenny's determination to win.

Both boys enter a photography contest to vie for a twenty-five dollar savings bond and a chance to take pictures for the town paper for a week. Lenny takes what he thinks is a prize-winning photo. Unfortunately, during a scuffle in the darkroom when Brant tries to get a peek, the negative is ruined. As the deadline for entries arrives, Lenny is faced with a difficult decision. Should he enter his second best picture, enter a picture taken by his uncle who is a professional photographer (clearly against the rules), or give up?

What Lenny decides to do is not revealed, but he has a big smile on his face as he presents his entry to the contest judge.

## PURPOSE:

Young people have many questions about what is right and what is wrong, and why. They often feel a strong conflict of ideas between what they should do and what they would like to do. They are searching for guidelines to help them make ethical and moral decisions. Because of this, they appreciate the chance to discuss this topic with each other and with adults.

The issue of deciding whether or not to cheat is illustrated in this program to stimulate discussion on moral decision-making and to open up possibilities for additional classroom activities on this subject.

## QUESTIONS:

1. Which picture do you think was in the manila folder that Lenny put on top of the pile? Why? Which picture would you have turned in? Why? Do you think Lenny's conscience, feelings, and situation influenced his decision? How? Why? How do your conscience and feelings influence your decisions?
2. What do you think Lenny's morals were? Brant's? Yours?
3. Do you feel that there was too much competition between the two boys? Why? Why do you think Lenny and Brant made bets? Did Mr. Wilkens and Mr. Smith indirectly pressure the boys? Why?
4. What types of competition does your school offer?

- Should schools have programs that encourage competition among students? Why? Why not?
5. Do you think there is a time when cheating is justified? When? Why? How do you decide?
  6. How did Brant and Lenny tease each other? Give examples. How would you have reacted in the same situations?
  7. What would you have done if Brant had stepped on your best negative? What would you have done if Lenny had twisted your arm? Who was at fault? Why?
  8. Why do you think Brant didn't tell what had happened in the darkroom when the teacher wondered where Lenny was? Would you have told? Why? Is there ever a time when not telling everything you know is justified? Explain, giving an example.

NO TRESPASSING  
(Privacy)

PROGRAM:

Alex lives with his mom, dad, brother, and two sisters in a large apartment building in the city. On this particular Saturday, Alex is fed up with his lack of privacy. His sisters have borrowed one of his games without permission, and his mom is very persistent in wanting to know where he has been all morning. When he seeks asylum, he finds that his older brother is practicing guitar in their shared bedroom. Alex also discovers that his brother has read a

treasured card from a girl friend.

In a huff, Alex leaves the apartment and takes refuge in an abandoned building that he and his friends have discovered. Working quickly with the old furniture, he sets up a comfortable private place for himself. Just as Alex begins to rejoice in finally having a place all to himself, his friends arrive outside and begin to mount still another attack on his privacy.

#### PURPOSE:

Young adolescents need time to sort things out, to adjust to changes, and to daydream. Most arrange a private place and time alone to explore their own "inner space." Occasionally they live in situations where they are inadvertently denied this opportunity, and sometimes parents or friends feel that a young person should not be allowed quiet times alone.

This program and the accompanying activities are designed to stimulate discussion about an individual's need for privacy, and to help young people cope with their feelings when they are denied opportunities for privacy.

#### QUESTIONS:

1. What do you think happens at the end of the program?  
How would you feel if you were Alex?
2. Why is this program called "No Trespassing?" What does "trespassing" mean? How do people "trespass"

one one another? On things?

3. How did Alex's family trespass on him? What could they have done to reduce the pressures that Alex felt?
4. What could Alex have done to encourage his family to respect his privacy? What would you have done if you had been in Alex's place?
5. Why did Alex lock himself in the bathroom? What kinds of places do you like when you want to be alone? Does a "private place" really have to be a place or can it be a state of mind?
6. Why wasn't Alex's bedroom a "safe" place for his things? What else could Alex have done to keep his things "safe"?
7. Which in your opinion was a more serious invasion of privacy, Alex's sisters using his game without permission or his big brother reading the girl friend's card? Why?
8. What did "privacy" mean to Alex? What is your view of privacy? Do people have different ideas about what should be private?
9. Did Alex's mother have the "right to ask him questions about where he had been? Can parents or other adults be too concerned about young people? How much privacy should young people have?
10. Do people in society have a "right" to privacy?

What are some of the rights people have? How might society invade people's privacy? How can society help protect everyone's right to privacy?

11. When do people resent other people invading their privacy? When is it acceptable to invade someone's privacy? When do you resent someone invading your privacy? When don't you mind? How do your needs for privacy change?

GETTING CLOSER  
(Boy-Girl Relationships)

PROGRAM:

The occasion is the Autumn Daze Dance at school. Greg, shy and self-conscious, really wants to take Laura to the dance, but can't quite bring himself to ask her. His friend Louie, an outgoing self-styled "lover," doesn't help matters by kidding Greg about his reticence. Greg doesn't realize that Laura and her friend Bonnie--known to Louie as "Ostrich"--are experiencing similar uncertainties.

Throughout the day Greg's anger and frustration build as he imagines his own inferiority. He nearly decides to stay away from the party, but finally gathers his courage and goes. As he starts toward Laura to ask her to dance Louie, not knowing Greg is there, whisks Laura away to the dance floor. Greg is left alone amid the dancers, embarrassed and disappointed.

## PURPOSE:

This program strikes a responsive chord with young people, and stimulates vigorous classroom discussion. The program helps students understand that feelings of anxiety and concern about interacting with persons of the other sex are universal and normal. It will also lead them to consider ways of coping successfully with these feelings.

The suggested activities focus on interpersonal communication and a consideration of ways to handle anticipated acceptance of rejection by others.

## QUESTIONS:

1. How did Greg feel at the end of the program? If you could, how would you change the ending of "Getting Closer"? Why?
2. How do you think the feelings of Greg, Laura, Louie, and Bonnie will change in the next six months? How will their feelings change in the next two years?
3. How do Greg, Laura, Louie, and Bonnie feel about themselves? Have you ever felt like any or all of them? When and why?
4. Describe the relationships between Greg, Louie, Laura, and Bonnie. When Greg, Louie, Laura, and Bonnie are eighteen-year-olds, what do you think they will remember about the dance? What do you think their feelings will be?



5. Why do you think Louie called Bonnie "Ostrich"?  
How do you think Bonnie felt about Louie's nickname for her? When are nicknames all right? When are they wrong?
6. Compare the way Greg, Laura, Louie, and Bonnie talk to each other. What do you know about their feelings for each other from their conversations? How do you talk with your friends of the same sex? Is it easier or harder to talk with someone of the same sex than of the other sex? Why? If you know the person well? If you don't know the person well?
7. How do Greg's fantasies help you understand him? What kind of fantasies do you think Laura, Louie, and Bonnie might have had? How can you use your own fantasies to help you understand yourself?
8. How did each of the youngsters get ready for the dance? What kinds of things were they concerned about?
9. What do you think would have happened if Laura had called Greg about the dance instead of asking Bonnie to call Louie? How would you have felt if you were Laura? Greg?
10. How can you tell if a person likes or doesn't like you? Can you make a mistake in judging someone's feelings? How would you feel if you did?

DOWN AND BACK  
(Failure and Disappointment)

PROGRAM:

Terri wants to be a cheerleader very much. She has practiced hard and, although she's nervous, she feels ready for the tryouts. Even so, desire, practice, and enthusiasm are not enough. She is not among the ten boys and girls chosen by the faculty committee as the cheerleading team for next year.

At first Terri is numbed by her failure. But soon she goes out to play tennis, almost denying the existence of her defeat. Later in the day, she begins to accept reality, and is overwhelmed by sadness. A heart-to-heart talk with her dad that evening is the turning point in her recovery, and the bitter humor and long discussions with her friends are part of the healing process. Finally, as the summer progresses, Terri begins to prepare herself to risk failure once again.

PURPOSE:

Terri has reached for too much and has failed. However, through experiencing the cycle of failure and recovery she has found increased maturity--an achievement greater, perhaps, than becoming a cheerleader.

Many times adolescent enthusiasm coupled with clumsiness and a lack of experience leads young teenagers into minor failures. This program provides a model of a young

woman coping with failure in a reasonable way. Reinforced by the learning activities, the lesson should help students become aware of the failure cycle, and learn skills for dealing with their own setbacks.

#### QUESTIONS:

1. "What's there to lose?" Does Terri have anything to lose? Why? How did Terri cope with failure and disappointment?
2. Sometimes when you achieve something it becomes unimportant. Sometimes when you fail at something it becomes less important than you thought. Sometimes when you think something is really important it becomes less important as time goes by. Can you think of an experience that illustrates each of these points? Explain. What were your feelings and how did you handle the situation?
3. "Sometimes you want something very much. You don't know why, it just means a lot to you." Why did becoming a cheerleader mean a lot to Terri? How did she feel when she was not chosen? How did she react? How would you have felt and reacted?
4. How did Annette and Terri support each other when they lost? Do you think their reactions were helpful ways of coping? Why? Do you think the boys who played tennis with them helped? Why?

5. How did you feel Terri's father dealt with her behavior at home? Dad said, "Linda, I'm going to do something now that a parent should never do. I'm going to tell you to make the salad." Why did he feel parents should not do this?
6. Terri's father said: "In your life you're going to succeed at some things and fail at others. Just try to always do your best." What do you think of his advice? Was Terri's father proud of her?
7. What worried Terri most about losing? What do you dread the most when you lose at something? What do you feel good about?

PRESSURE MAKES PERFECT  
(Pressure to Achieve)

PROGRAM:

Nan is quite a talented musician. With a lot of practice and the desire to achieve, she could become an outstanding pianist. Nan's parents want her to succeed very much, and have provided her with a good piano and excellent instruction. But in their wish to help their daughter they unwittingly increase the pressure that Nan feels. As she tries to prepare a difficult piece for her recital, her parents' own hopes blind them to Nan's feelings of pressure, and they respond by demanding more of her.

Nan deals with the tension by rebelling. At the recital she plays a short, simple piece instead of the more

difficult one, bangs her fists on the keyboard, and shouts defiantly to the stunned audience, "And that is my recital!" With that, to the consternation of her parents and her music teacher, she stalks off the platform.

#### PURPOSE:

Young people often feel pressures to achieve. External pressures to achieve might come from well-meaning parents, teachers, and friends, or more generally, from an awareness of the value society places on achievement. In addition, the desire to excel may cause the young person to feel pressures generated internally. Many times it is good to accept such pressure and use it as a positive force to support achievement. At other times, the individual might find it best to resist the pressure and confront the source of that pressure.

The activities accompanying this program are designed to help adolescents recognize pressures to achieve, explore the effects of pressure, and learn ways to cope with it. The life-coping skills highlighted in the activities are fantasizing and confronting.

#### QUESTIONS:

NOTE: For variety and a more relaxed atmosphere, students might enjoy discussing these questions in small groups (three or four people), allowing all the students a chance to express their opinions.

1. How did Nan feel? How did you feel while you were watching the program?
2. What were the pressures that Nan felt? How did she deal with those pressures? Was the way Nan dealt with her pressures justifiable? Why?
3. What were the motives of those people who were causing Nan to feel pressured? How do you feel about their motives?
4. Why do some people cause you to feel pressured? What do you think their reasons are? How do you cope with those pressures?
5. Was Nan self-motivated? Why? How can you develop self-motivation?
6. Have you ever been pressured to achieve? How? Why? By whom? What did it feel like? How did you handle the situation? How would you handle such a situation now?

TWO SONS  
(Family Communications)

PROGRAM:

"Try to understand . . . please?"

"Greg, I really understand how you feel!"

With this heartfelt plea and a father's change from anger and bitterness to an expression of empathy for his son, a tension filled automobile ride ends.

Viewers have accompanied Jim Senior, Jim Junior, and

Joyce, the mother, as they return Greg--"Bummy"--home from the county jail where he had been held by the sheriff for entering a deserted house. The atmosphere in the car is charged with emotion as the family tries to handle this crisis situation, painfully aware of their inadequate relationships.

Through flashbacks and the family's conversation, it becomes clear that inadvertently Jim Junior has been molded into the "good boy," while Greg has been tagged the family scapegoat. This unrecognized "casting" has brought these well-intentioned people to their present difficulty.

As the program ends, Jim Senior's attitude seems to have changed. Perhaps there is a chance that the family members have recognized the problem and are ready to begin dealing with it--and each other.

#### PURPOSE:

The casting of a child as "good" or "bad" occurs in many families (and in other groups) unconsciously, and without malicious intent. The roles of "good" and "bad" have their rewards and their disadvantages. The purpose of this lesson is to demonstrate that this is a common occurrence and to help young people recognize and deal with their own situations.

#### QUESTIONS:

1. Greg's father said, "Greg, I really understand how

you feel." Why might his father say this? Do you think he was ever like Greg? Do you think his father was sincere? Why? Do you think Greg believed his father? Why? Did you believe him? Why? What were your feelings?

2. If you could rewrite the ending, what would you change?
3. Why did Greg run away? How would you have handled the situation?
4. What do you think happens to Greg? To Jim Junior? To both of the boys ten years later? (Students may wish to write stories about what the boys would be like in ten years.)
5. What do you think happens between Greg and Jim Junior? Between Greg and his father? Between Greg and his mother?
6. How did members of the family talk to each other? Did they really listen to each other, and understand what was being said? Explain.
7. How did the family members show their feelings about each other in words? In actions? Did these change during the program? How?
8. How did Greg try to "reach" his parents and get them to understand his needs? How did Greg's parents try to communicate with Greg? How could Greg's family improve their communication with each other?



9. How would you describe Greg's mother? His father? His brother? What kind of people were they?
10. What was the nature of the discussion between Greg and his mother at the hamburger stand? How were these things said? Verbally, non-verbally, or both?
11. How would you describe the tone of this program? How did the setting of the program (inside a car) influence your feelings about the situation? About the characters in the program?
12. Was Greg pressured into rebellion? How can a person be pressured into being good or bad (both directly and indirectly)?
13. If you were Greg what would you do to improve your situation? What choices would you have?

#### THE CLIQUE (Cliques)

#### PROGRAM:

Having just moved to Santa Fe from Chicago, Janet is pleased to have found a friend like Tina. They seem perfect for each other. They like to do the same things, and have fun as a twosome whether swimming, listening to music, or window-shopping downtown. Perhaps best of all, each allows the other the freedom to go her own way.

By accident Janet meets Marie, the leader of a group of youngsters that seem to really have fun. Janet is accepted by the group and is pleased. For a while she is swept along

by the camaraderie, the activities, and the excitement. Soon though, she finds that the group requires her to give up some of her independence. They also ask that she give up her friendship with Tina. Further, she is told to do some things that she doesn't believe in. When she protests, Marie, as leader, feels she must bring Janet into line. What Janet does, and Marie's response are left for classroom discussion.

#### PURPOSE:

Cliques are an important part of the life of most young teenagers. Sometimes young people are part of a group. Other times, they are excluded. Often they feel that to be "in" is good and to be "out" is bad. It is true that being part of a group provides security. It is also true that being out of a group may give more opportunities for freedom and individuality. On the other hand, there are drawbacks to being both in a group and being independent.

This program and the learning activities that accompany it help students become aware of the need for group membership as well as the need for individuality.

#### QUESTIONS:

1. Why did Mother tell Janet that she hoped Janet would find lots of new friends?
2. Why did Janet spend time by herself? What did she do? How did she feel? Can a person spend too much

time alone?

3. What did Janet write about in her diary? What feelings did she express? Was it easier for her to write her thoughts than to say them directly to someone? Why?
4. What kind of friend was Tina to Janet? Marie to Janet? Janet to Tina? Janet to Marie? What are the advantages or disadvantages of having a friend like Tina? Marie? Janet?
5. How did Janet get accepted into Marie's group? Why would she want to be a part of Marie's group? What happened to Janet and Tina's friendship?
6. What happened to Janet when the group wanted to do things she didn't feel comfortable doing? How did Marie's group react to Janet's reluctance?
7. Would you have chosen Marie or Tina as your friend? Explain. Who do you think your parents would have chosen for you? If your choice was different from your parents', how would you handle the situation?

#### DIFFERENT FOLKS (Sex Role Identification)

##### PROGRAM:

Wally and Glenda Barnum have worked out their marital relationship in a way that they feel is reasonable and fair. Glenda is a veterinarian who produces most of her family's

income. Wally is an illustrator of children's books who works at home and does the major portion of the housework. The children, Judy and Matt, are assigned to help with ironing, vacuuming, dishwashing, and other similar tasks.

The arrangement has worked smoothly until recently. Matt has begun to feel uneasy as he compares his family to those of his friends. When his friends tease him about his dad's alleged femininity, Matt becomes angry and rebellious. He confronts Wally by saying, "The way you let Mom turn you into a housewife is just . . . not normal." When his dad's response is not satisfactory, Matt rides off on Wally's motorcycle to prove his own (and his dad's) masculinity.

When Wally and Glenda finally find Matt with his friends, all the boys learn that apparent sex roles can be deceiving.

#### PURPOSE:

The rapid physical and emotional changes during early adolescence cause confusion about sexual identity. The current societal reappraisal of sex roles and sexual stereotypes provides neither a solid base for building a sexual identity, nor a means of resolving the confusion.

This program and its learning activities are designed to help young adolescents recognize and deal with this ambiguity about appropriate male-female roles.

## QUESTIONS:

1. Is this family "really weird"? Why?
2. What did Matt's friends think about Matt and his family? What did Matt think about each member of his family?
3. How did Wally and Glenda handle Matt's problem? Why do you think Wally said to Matt so the other boys could hear, "Hang on! We gotta get the roast out of the oven by six-thirty!"?
4. Do you think that Matt should have been allowed to go to the beach with his friends instead of having to go straight home to do the housework? Why? Did the situation force Matt to disobey his parents? Explain. Do certain situations cause you to do things you wouldn't necessarily do? When? Why?
5. What were the roles of each member of the family? Should we expect certain roles from males and from females? How did this family work together?
6. Do you think Matt was looking for someone whose life style he could admire and copy? Why? Why did he think that his father should not be doing the housework?
7. Did Matt lose face with his friends at the end? Why or why not?
8. Do you tend to look first at a person as a human being or as a male or female? Why?

WHAT'S WRONG WITH JONATHAN?  
(Everyday Pressures)

PROGRAM:

Jonathan has been specially honored for his achievements in Boy Scouts, and his parents are very proud of him. But the happy family mood is shattered when they arrive home. In response to his mother's mild suggestion that he go to his room, Jonathan yells, "Get off my back Mom, just get off my back!" and runs upstairs to his room.

What's wrong with Jonathan? Nothing, really, except that Jonathan has had "one of those days"--an overabundance of the daily pressures that confront every teenager. Among other things, Jonathan had gotten up late, faced a grumpy school bus driver, and been late for class when his locker combination wouldn't work. Some older girls had teased him about his red hair and freckles, and even though he had practiced hard, somebody else had been selected as first-chair baritone player in the school band.

After school, Jonathan's day hadn't been much better. His chores prevented him from going fishing with his buddies, and it had been embarrassing to have to stand up in front of all the people at the Scout meeting. Jonathan had just had a difficult day.

PURPOSE:

Such pressures as these may be dealt with by several means. Sometimes recognizing a problem through self-reflective

thought and fantasizing about potential solutions is enough to relieve minor pressures. In other situations the ability to relax under pressure is a helpful coping skill. Both may help young people recognize daily pressures and deal with those pressures more effectively.

#### QUESTIONS:

1. What do you think is wrong with Jonathan? How does Jonathan deal with his daily pressures? What else could he have done? What do you think would have happened if he had chosen another way to solve his problems?
2. What are your daily pressures? How do you try to deal with them?
3. Does "something always seem to get in the way" when you think you have a problem solved? Give examples. Are you a successful problem-solver? Tell about some problems you have solved, and some that you have not solved.
4. Do you think Jonathan's parents were really "on his back"? Do you feel that someone is always "on your back"? If so, how do you try to solve the problem?
5. Who are the people with authority in Jonathan's life who tell him what to do? How do they treat him? Who are the people with authority in your life?

6. Why does Jonathan pull out his shirttail after his mother has told him to put it in? Do you defy authority? If so, what do you hope to gain? How do you feel afterwards?
7. Do you have chores or some kind of responsibility after school? Should you always have to fulfill your responsibilities regardless of what happens? Why? Is it discouraging when you have responsibilities and some of your friends do not? Why?
8. Tears came into Jonathan's eyes when he wasn't selected first-chair baritone player in the band. Should boys be allowed to cry as well as girls? Why? How do you show disappointment?

FAMILY MATTERS  
(What Is A Family?)

PROGRAM:

Andy is a teenager who feels that her parents are not listening to her problems. Her parents are divorced and Andy is caught in the cross fire as they attempt to hurt each other by competing for her affection. Andy knows it is possible to have family support even though parents are divorced, because she sees a positive example in the family of her friend Diane.

Andy invites both of her parents to watch her swim in an important race. Neither parent knows the other is there, and an unpleasant confrontation occurs. Andy is



accused of trying to get her parents back together. Then, when she disobeys her mother and visits her father, another argument results. However, the incidents may have been the first steps toward a happier family situation for Andy.

#### PURPOSE:

Although this program is about the difficulties of divorce, it can be used to stimulate classroom discussion that will help students understand how a family can promote the well-being of all its members. The questions and activities will help students understand how a family can promote the well-being of all its members. The questions and activities will help students examine their own attitudes and feelings about the concept of "family," explore the variety of forms a family may take, and discuss the needs and responsibilities of each family member.

#### QUESTIONS:

1. If you were to tell a friend about this program, what would you say? What is its most important message? Explain.
2. How did Andy's mother and father feel about her? About each other? Were they conscious of Andy's feelings? Explain. Were they treating Andy like a "thing"?
3. How did Andy feel about her mother? About her father? What did the flashbacks tell us?

4. What were your feelings toward Andy? Toward her mother? Father?
5. Why did Andy invite both her mother and father to the swim meet? Should she have done that? Why? Was she trying to get her parents back together? Why?
6. How did Andy's parents handle the divorce? How did Andy? What could all of them have done to help each other and make things better? Is friendly divorce possible? Explain.
7. Compare the divorce in Diane's family with that in Andy's. How did the two girls help each other? Do people who share the same problem understand each other better? Why? What are some ways you could help a friend with family problems?
8. What needs did Andy have that were not being met? How did she try to meet them? Was she successful? Explain.
9. Should Andy's mother have taken the time to talk with her instead of going out to dinner? Was it wrong of Andy to disobey and go to see her father at work? Why? What else could she have done?
10. How did Andy, her mother, and her father show their frustrations? How did each of them deal with it? How did each show love?

MY FRIEND  
(Ethnic/Racial Differences)

PROGRAM:

Virgil, a young Navajo, and Eddie, a young Caucasian, have been the best of friends for most of the time they have been in grade school. Living in a sparsely settled area of southern Utah, they have fished, hunted, helped each other with chores, played games together, and had the run of each other's homes.

As the boys leave their rural elementary school and begin junior high, both sense that their close relationship may change. That prophecy is fulfilled as Virgil's people try to persuade him to stay away from "Whitey," and Eddie is pressured by white members of the basketball team to give up his friendship with Virgil. Both boys are harassed by the other ethnic group.

In the final scene, Virgil is attacked by several white students while a confused Eddie stands by and watches. Virgil, dazed by the beating and the betrayal, says to Eddie bitterly, "Shikis! . . . yeaah!"

PURPOSE:

Students moving from elementary to secondary school may find that racial, ethnic, and religious differences begin to have a greater effect on interpersonal relationships--what was socially approved or encouraged at a younger age may no longer be acceptable. Youngsters can benefit from

learning to identify these differences and the effect they have on personal and group friendships.

The purpose of this program is to help students understand that people often feel the need for an ethnic identity, and to encourage them to appreciate the qualities that are common to all human beings.

#### QUESTIONS:

1. Why do you think the program ended the way it did? How would you have ended it? Could the two boys ever be friends again?
2. What were Eddie and Virgil thinking at the end of the program? What were their feelings? What were your feelings? Did you sympathize with one boy more than the other? Why?
3. Were Eddie and Virgil truly friends? Why? What do you think happened to their relationship? Was one boy hurt more than the other by what happened?
4. What were the pressures that hurt Virgil and Eddie's relationship? Have you ever wanted to be a good friend with someone but circumstances seem to always get in the way? What happened? How did you resolve the problem? Did Eddie's father give him good advice?
5. What were some of the cultural differences between the boys? Did cultural differences affect their

relationship? Why? How did they try to resolve the differences? Do cultural differences affect your relationships with other people? Why or why not?

6. How did you feel when Virgil and Eddie read the note that said, "Since you Navies won't touch eggs any other way, you can clean them off your locker. May thousands of owls fly over your tepee."? How do you think they felt? What would you have done if you had been in Virgil's position? In Eddie's position? We're always told to stay out of fights but should Eddie have joined in to help Virgil?

BY WHOSE RULES  
(Systems and Self)

PROGRAM:

It is the evening before a school board hearing about Matt Cole's suspension from school, and the main parties in the dispute are being interviewed.

Matt and Tracy Wong ran for president and vice-president of student government on the Students Unified for Rights of Expression (SURE) party platform. The SURE party grew out of a student project in a U.S. history class. However, since campaigning on political issues was not "normal procedure" in the school's elections, Mr. Langston, the principal, blocked Matt and Tracy's persistent efforts to implement their campaign. When Matt made a determined attempt to promote his party's cause, he was suspended from school

and disqualified from the election.

Matt and his mother, an attorney, have requested that the suspension be removed from Matt's record and have called for a new election. Mr. Langston believes he has administered the rules in a fair and reasonable way, and is only willing to allow Matt to be a "special delegate" to the Student Council. The issue will be settled by the school board the next day.

PURPOSE:

This conflict between the system and individuals will be familiar to young adolescents. The program is intended to stimulate active discussion about the relationships between individuals and social systems, and about the skills needed to work for change within social systems.

QUESTIONS:

1. The interviewer asked, "Would you do it all over again"? Matt answered, "Sure." What would your answer have been?
2. Discussion might be more interesting if students were to role-play the assembly scene from the program. How did you feel when the principal stopped Tracy from speaking? What would you have done if you had been Tracy? How did you feel when Matt got up to speak? How do you think Matt felt? What would you have done? Do you agree or disagree with

Matt's statement, "I think it is wrong for them to forbid me to talk about SURE"? Why? What would you have done if you had been Matt? How do you think the principal felt when he addressed the student assembly? Why did he tell Matt to sit down? What would you have done if you had been the principal? In your opinion, did he have the right to tell the students not to vote for Matt, because Matt had disqualified himself? Why? In your opinion, did Matt disqualify himself? Why?

3. Did Matt disobey the principal? Why or why not? When the principal said he wanted "normal procedure" chiseled on his grave, what did he mean? When does normal procedure need to be changed?
4. Should the principal have suspended Matt for two days? Why? Should the principal remove the suspension from Matt's records? Why?
5. Matt's mother said to the principal, "You forced him into a confrontation in front of the student body. He had no choice. If he had backed down, he would have been denying everything he believed in." Do you agree? Why?
6. How do you explain the other students' reactions to Matt and Tracy in history class? In the Student Council? In assembly? How would you have felt and acted toward them?

7. Was Matt influenced by other people? His history teacher? Mother? Principal? Who did Matt influence?
8. Matt's mother felt that he had used good judgment. Why did she say that? Would the principal agree? Do you?
9. Why does society need rules? What are some reasons for changing rules?

#### CHANGES

(Physiological Changes)

#### PROGRAM:

David and Susanna are twins. As adolescents, both know about bodily changes, but neither is comfortable with the social aspects of growing up.

Susanna has run out of sanitary napkins and, for the first time cannot depend on her mom to buy them for her. She is terribly embarrassed about having to go to the drugstore but she finally works up enough courage to make her purchase.

Meanwhile David, who has not matured physically as fast as Susanna, has promised one of the bigger boys a treat. David thinks he can borrow money for the treat from Susanna.

The boys follow Susanna, and intercept her as she is leaving the drugstore. When she refuses David's request, he tries to grab her package. During the scuffle, the boys discover her purchase, and the three young people find



themselves in a touchy social situation.

#### PURPOSE:

This program is intended to help adolescents understand and cope with the emotions and social situations related to physiological changes. The learning activities also deal with the coping skills of risking, confronting responsibility, and accepting change.

#### QUESTIONS:

1. How did you feel while you were watching this program? Have you ever felt like David? Susanna? When? What were Susanna's feelings? David's?
2. Mentally compare yourself to Susanna (if you are female) or to David (if male) in terms of feelings and physical maturity. Can you understand the feelings and physical maturing of the other sex?
3. How did Susanna feel about growing up? David? Could David and Susanna have had a better understanding of each other? How?
4. How did Susanna's parents feel about her growing up? Why?
5. Describe Susanna's feelings in the drugstore. How did she feel about the clerk? How did you feel? How would Susanna deal with the problem next time?
6. How did David feel when he was being teased? Getting money for a treat for Bill was important to David.

Why?

7. How did you feel when you saw the boys playing "keep away" with the package? How did Susanna feel? How did the boys feel when they realized what was in the package? How would you have felt? What would you have done?

DOUBLE TROUBLE  
(Family Adversity)

PROGRAM:

Delia is worried and upset because her mother has had a stroke and been placed in the intensive care unit of the hospital. Her anxiety is increased because her father, and older brother and sister, in trying to protect her, have kept information from her about her mother's condition. As a result, Delia's fantasies are worse than the facts.

Father has been depending on the older children to keep the family going during the crisis. Without thinking, he hasn't given Delia any responsibilities. What the family believes is good for Delia is in fact causing her additional problems.

With her friend Jenny's help, Delia finds a way to visit her mother in the hospital. Though the hospital and her mother's paralysis are shocking, Delia is able to cope with the situation. She finds a way to be useful during her mom's recovery, and no longer feels excluded from the family's adversity.

## PURPOSE:

Interviews with young people about their experiences with sudden family adversity (either from sudden illness or decrease in family income), were somewhat surprising. They reported fewer difficulties in coping with the causes of the adversity than in feeling left out. They told poignant stories of how their fantasies had overwhelmed them until they were told the truth. They also reported that being given responsibility--a job to do--helped them cope with the sudden change.

This lesson's purpose is to encourage young people to discuss and participate in learning activities that will improve their skills for dealing with family adversity.

## QUESTIONS:

1. Why didn't Delia's family discuss her mother's condition with her? How did that make Delia feel?  
How would your family have reacted toward you? How would you have felt?
2. Did the roles and responsibilities in the family change because of Mother's stroke? How? Why? How will their lives have to change when she gets home? Do you think this family is capable of coping with this adversity? Why?
3. In times of crisis, who do you get help from in your family? Who tried to help Delia? Who didn't seem to help?

4. How did Delia want to help? Why didn't the others listen to her? How could Delia have proved that she was able to help? Do you think she should have tried to prove herself?
5. Should Delia have been told the truth about her Mother's condition? Would you worry more or less if you didn't know the truth? Why?
6. How did Delia feel when she saw her mother? How did her mother react toward Delia? How was Mother's reaction toward Delia different than her reaction to the rest of the family? Why do you think she explained her situation to Delia? How did being with her mother make Delia feel?
7. Does the hospital system help a family in time of crisis? Why or why not?
8. Do you think Delia should have been sent to Aunt Sarah's? Why? How do you think Mother convinced Delia's father not to send her away?